



Fort Spokane

Educator's Guide

December 2012

Acknowledgements



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Fort Spokane Educators Guide



How to Use

Lessons

This guide is divided into units. Each unit covers similar information about Fort Spokane. Although the lessons do not specifically mention the use of trunk replicas or original pieces, you are encouraged to do so as you desire.

Please make sure you and your students handle all replicas and original pieces carefully so the trunk may be used by other schools for many years. Each item was selected carefully to represent what life at the fort would have been like. Replica and original items have been carefully researched to provide you with the most accurate objects available. The silverware pieces are not reproductions and are from the time period of the Indian Boarding School. They are very similar to silverware that is seen in photographs of the fort at that time.

Background information can be found within lessons at the end of this guide.

Washington State Education Standards Addressed through this guide

EALR 4: History

4.1

4.1.1 5th and 7th 4.1.2 4th and 5th

4.2 Understands and analyzes causal factors that have shaped major events in history.

4.2.1 4th and 5th, 4.2.2 4th and 5th

4.3 Understand that there are multiple perspectives and interpretation of historical events.

4.3.1 4th and 5th

4.4 Uses history to understand the present and plan for the future

4.4.1 4th 5th

EALR 5: Social Studies

5.1 Uses critical reason to analyze and evaluate positions.

5.3 Deliberates public issues

Unit 1

Setting the Stage

Timeline and History of Fort Spokane



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Lesson 1.1

First Contact from European and American Indian Perspectives



Subject

Colonization, society, culture, change

Objectives

By the end of this lesson, students will:

1. Be able to identify the different effects colonization of North America had on American Indians and Europeans;
2. Understand the history of European settlers and Indians are inextricably linked and the actions of each group had both intended and unintended consequences for the other;
3. List several things that make up a society's culture;
4. Identify how culture in the United States has changed over the last 50 years.

Materials: Internet, books, magazines, A Cultural Crossroad: Fort Spokane Teacher's Guide

Vocabulary Words

Difference	Lifestyle	Conflict	Perspectives
Debate	Landbase	Yield	Misunderstanding
Communal	Supplement	Foraging	Horticulture
Settlement	Over-hunted	Relationship	Edible
Emigrate	Ownership		

Background Information

First Contact

The US Census of 2000 counted more than 281 million people living in the United States. Anthropologists estimate that in 1492 there were less than 18 million people living on the entire North American continent. With so few people living in North America, it is not surprising that Europeans did not notice an Indian presence when they arrived. Many Indian tribes were not sedentary—instead they moved from season to season harvesting plants as they ripened and hunting animals of all sizes. Moving in these seasonal rounds, it may have seemed to Europeans that Indian groups were not utilizing much land, but, in reality, the opposite was the case. In fact, the Indians needed more land to support their lifestyle than the Europeans. Moving in seasonal rounds necessitates a huge land base; throughout the year, one band or family group may have needed tens or hundreds of square miles of area in which to hunt and forage throughout the year. This is just the opposite of a European village where an

intensively farmed field could yield enough vegetables or grain to sustain many people for the entire year. Many Indian tribes would also plant small plots of beans, corn or squash to supplement this seasonal existence. But, to the untrained European eyes, by and large, this land appeared unused.

When Europeans commandeered what appeared to be unclaimed land, cleared the land of vegetation and planted their own crops for cash and sustenance, they interrupted the foraging, hunting and light horticultural lifestyles of many tribes. The European lifestyle was quite different from the Indian lifestyle. Where Indians tended to rove over the landscape, Europeans put down roots and settled in one location. Large fortified towns were built, land was cleared and food crops and cash crops, like tobacco, were planted and tended intensively. Rarely did Europeans range more than ten miles from their settlements in search of raw materials or animals to hunt. The result was the extensive over-hunting and over-gathering of natural plants and animals around settlements. Consequently, the settlers then had to roam farther from home to hunt for these animals and plants. As Indians and settlers competed for land and food, the two sides began to clash, sometimes violently.

The early relationship between Indians and Europeans was not always full of tension and resentment. Stories are not uncommon of the Indians providing help—such as the Indians helping, in 1620, the Mayflower colonists at Plimoth, Massachusetts and, in 1607, the Jamestown settlers in Virginia. Indians introduced many settlers to the edible native plants of North America and taught them how to farm beans, corn and squash. Europeans and Indians traded with each other for food and other valuables. But there was still room for misunderstanding between the two groups.

The European population continued to grow in North America. Because Europeans farmed intensively and had food surpluses, they were able to sustain larger populations than the foraging Indians. Europeans continued to emigrate to the New World. The continued increase in European settlement and population and the resultant need for more land for settlements, agriculture and hunting put an even greater squeeze on Indians. Their hunting grounds and seasonal food gathering locations were fast being gobbled up. The Indians -- who felt that land was communal and could not be owned by any person and that they had ancestral rights to the land -- and the Europeans -- who felt they were using the land more effectively than the Indians and thus had a claim for ownership, did not necessarily understand each other's perspective. This lack of common ground between Indians and Europeans accompanied by the evolving European feeling that coexisting with Indians was not necessary, laid the groundwork for several centuries of misunderstanding, war and hardship for the Indians.

Procedures

- 1) Introduce students to society.
 - a. Discuss what makes up a society's culture. Things like literature, music, theater, clothing, hairstyles. Have students brainstorm and create a list on the board
 - b. What is representative of our society's culture today?
 - c. Is that the same as 10, 20 or 50 years ago?

- d. How would you find out these things from years ago?
 - i. Newspapers, magazines, from the time period
 - ii. Sears Catalogue
- 2) Divide into small groups and have students research different eras' culture and then make presentations to the class. Keep a list on the board for each era for ease of comparisons.
 - a. 2008
 - b. 1988
 - c. 1908 Indian Boarding School at FS
 - d. 1908 Rest of US, or your local area (is there a difference?)
 - e. 1908 American Indians
 - f. 1888 Military
 - g. 1888 Rest of US/civilians

OR

- 3) Have students brainstorm the lifestyles of pre-1776 European/American lifestyle and that of American Indians before the United States was a nation.
 - A. How did people live then? How did they earn a living, travel and how were they educated?
 - B. Create 2 columns, one European/American the other American Indian, on the board or large paper which can be posted in the classroom. Write the lifestyle under the appropriate column.
 - C. Have students look for differences and similarities, then discuss how differences can lead to conflicts.
- 4) Give students the "Different Perspectives Scenarios: Scenario 1" Student Handout.
 - A. Have students read the scenario, then discuss as a group.
 - B. Have students share ideas addressing the questions at the end of the scenario
 - C. Hold a discussion about the scenario
- 5) Give students the "Different Perspectives Scenarios: Scenario 2" Student Handout
 - A. After students read each scenario have them create an outline or notes addressing the questions at the end of the scenario.
 - B. Ask students to share their thoughts and answers
 - C. Hold a discussion about the scenario.
- 6) Hold a debate or a controlled argument about a school related issue. At issue is who gets to use the school gym for their special event.
 - A. Divide the class into two teams.
 - B. One team will represent the boys and girls basketball teams. The other team will represent the drama club.
 - C. The scenario: both groups need to use the gym—the basketball teams need the gym to practice and host basketball games, the drama club needs the gym to rehearse for

and present their play. The gym, which is also equipped with a stage, is the only place in the school where these events can occur, but there is not enough time free time after school for both groups to be satisfied.

D. Have each group brainstorm for 15 minutes about why they think their group has a claim for the gym. Have them write down their claims.

E. Present the claims to the entire class.

F. Have the whole group come together and try to come up with a solution to the problem. What kind of solution will allow both basketball teams and the actors to coexist in gym? Did the students reach an agreement that will allow the two groups to coexist? What kinds of concessions will each group have to make and how will each group's lives be changed in order for an agreement to be reached?

7) Handout "Different Perspectives Scenarios" Student Handout Scenario 3

A. Have students read the scenario and then answers the questions.

B. Have students share their answers and discuss how the differences listed in #1 could help or hurt getting along. What could have been done differently?

C. Have each student write an essay about different perspectives.

Ongoing Activity

Create a Timeline of early settlement of North America (1400-1700)

A. Create a blank sheet for the timeline. Student groups will add their own findings on the timeline. Create six sections, each section will be filled in during each of the six lessons in this guide.

B. Have groups of students research for the time line. Each group should research a different topic. Topics are: people, places, notable events

C. Important dates from this chapter include 1492 (Columbus lands in the "New World"), 1607 (Jamestown settlement is founded in Virginia), and 1620 (the Mayflower lands in Massachusetts).

Different Perspectives Scenarios Student Handout



Scenario 1

The Game Field Scenario

Imagine for a moment that you have just returned from a year in Europe and you are really glad to see your friends. One night you and your friends decide to get together and play a game of capture the flag or touch football or tag or any other game of your choice at one of the open fields outside of town. The field always used to be full of weeds before you left and when you got out there at night, the field looked a little clearer but there was still a lot of tall stuff. So, you and your friends play and play in the field for several hours and finally return home.

The next day, you pass by the field after school and discover that the field is not actually a weed field anymore. The entire field had been plowed and planted with wheat while you were away and your games last night had trampled almost all of the wheat into the ground. The field was almost a total loss and it was all because of you and your friends.

Scenario 2 Questions:

How do you think the farmer who planted the wheat must feel? Do you think the farmer feels as disappointed about his field as you do about your room? Do you think the two situations (your room and the farmer's field) are similar?

Different Perspectives Scenarios Student Handout



Scenario 2

The Exchange Student Scenario

Imagine for a moment that you and your family are going out of town for a while. One of your parents has just been offered a temporary, one-year job swap with someone in a foreign country, so the entire family is going to spend the next year in Europe and a European family is going to spend the next year in the United States. Your family and the European family decide it would make sense to just swap houses with each other rather than find an expensive apartment with furniture and dishes and silverware. So, you pack up your clothes and a few of your favorite things that you can take with you on an airplane and you and your family move into the European family's home and the European family moves into your home in the United States.

The year passes and though you have enjoyed Europe, you are really looking forward to getting home to your room. But when you return home, you find things are not at all as you have left them. It turns out that, while you were living in Europe and respecting the possessions of the European family, the young European child who was living in your room decided to make the place his or her own. You walk in and find all of your posters and pictures have been taken down and replaced with posters of European movie and music stars. There are stickers of Fred Flintstone and Power Rangers plastered all over your furniture, some of which you cannot seem to get off no matter how hard you scrub. All of your furniture is rearranged. And worst of all, you cannot seem to find some of the things you left behind and had really been looking forward to seeing again. Without your knowledge or consent, everything about your home life has changed—for the worse. Even though your room and its contents were your possessions, someone saw fit to make it into their room and their possessions in your absence.

Scenario 1 Questions:

How would you feel if this were to happen to you? Do you think the visitor who lived in your room has the right to make your room into his or her room for the year? The European child does have to live there after all, going to school, doing homework, having friends over, making the best of being away from their home for a whole year. Does that make it OK? What do you think?

Different Perspectives Scenarios Student Handout



Scenario 3

European Settlers Scenario

Starting in 1492 after the discovery of North and South America by Christopher Columbus, Europeans, for a variety of reasons (political, social, economic, etc.), began leaving Europe and coming to the Americas. Upon arriving in America, Europeans found a landscape that was lightly used by the native inhabitants, so lightly used in fact that in many places, it did not look like there were people living in the area at all. So, the European settlers claimed much of the land for their home countries: England, France, Spain, the Netherlands, Portugal, etc. Once some of the Europeans learned how the Indians were using the land, they decided they could make better use of the land than the Indians could. They bought land from the Indians for a pittance or just took it from them outright with no compensation. The European settlers began to build settlements and grow crops on the land.

Scenario 3 Questions:

Do you see any similarities between Scenario 1 and 2 and Scenario 3? What lessons can we learn from these scenarios? How would you feel if you were living at that time? Write an essay about how things might be different in each scenario if things were done differently.

Lesson 1.2

The Encounter Story



Content Focus:

Students will write a story summary of the fictional text, *Encounter* by Jane Yolen

Subject

Language Arts

Objectives

By the end of this lesson, students will be able to complete a story summary of “*Encounter*.”

Materials:

The Encounter Summary Framework Form

Encounter by Jane Yolen

Background Information

Procedure:

1. The teacher reads aloud the story *Encounter*, and students fill in their story summary framework form as it is read.
2. The teacher leads a discussion as to why the person in the story came to America.
3. Each student writes a story summary paragraph or PowerPoint presentation including all of the story elements (Title, Characters, Setting, Problem, Steps, and Resolution) as a final assessment.

Name _____ Date _____

Story Summary Framework

Name of your book _____

Character _____

Setting _____

Problem _____

Step 1 _____

Step 2 _____

Step 3 _____

Resolution _____





Lesson 1.3

U.S. Indian Policy and the Indian Wars

Subject

Policy, conflict, Indian Wars

Objectives

By the end of this lesson, students will:

1. Explain what caused the Indian Wars
2. Be able to identify/state, or outline the differences between late 1700s and late 1800s US Indian Policy
3. Be able to explain the relationship between reservations and the Indian Wars.

Vocabulary

Reservations	Treaty	Conflict	Incentives
Remote	Inhospitable	Useful	Encroachment
Agreements	Denounce	Negotiation	Illegally
Sovereignty	Delegation	Assimilate	Independent
Demographics			

Materials:

Blank Timeline
The Federal Indian Policy Timeline

Background Information

Indian Policy

With the Declaration of Independence and the establishment of the United States of America in 1776, the new country began to develop a policy for dealing with Indians. In 1787, the Northwest Ordinance provided an early outline for how America would treat its Indian neighbors. The ordinance provided a framework for the settlement and governance of what would later become the states of Ohio, Indiana, Illinois, Michigan, Wisconsin and Minnesota and explicitly stated that a good faith effort would be made to respect the Indians living in these territories and the original 13 colonies. The United States considered each Indian nation to be sovereign and independent, to be treated like other foreign nations. The United States signed hundreds of treaties with Indian nations that established distinct boundaries between the United States and Indian land.

But as time went on and the population of the new United States continued to grow, more land was needed for European expansion. In 1816, United States Indian policy changed from the

respectful tolerance provided for in the Northwest Ordinance to forced removal. The United States government, using treaties, warfare and coercion, first encouraged and then forcibly removed Indian nations from any land it desired. In many cases, the government would offer the Indians land further west in return for their more desirable eastern land. But usually they would just use strong-arm tactics to coerce the Indians into moving. In 1830, one Indian Commissioner threatened a chief with these words:

"If you take [the treaty offer] your people will be made comfortable and happy forever...in your own country. Should you refuse to take it neither this or any other offer will ever be made to you again. What then will be your situation and condition--you will have to pay back to the United States the \$6000 your chiefs spent in going to Washington to do nothing. You will have to begin to pay back a very large sum of annuity money which was improperly paid to you. You will in fact have very little annuity money left for your people, you will be very poor. The bad Sioux, the waves of population from Iowa, and the firey water will, like a serpent, destroy your people. In a few years you will implore your Great Father [the President of the United States] to remove you. You will then be willing to remove (the few that remain among you) without either money or annuity. For such will be your distress that you will be satisfied with a removal on any condition. You will be found on your knees asking for a mouthful of something to eat for yourselves and children."

If such arguments did not work, the Indians would be forcibly moved west of the Mississippi River with a military escort. Such was the case of the forced removal of the Cherokee from Georgia, now known as the "Trail of Tears."

Finally, in the early 1860s with the population of the United States still expanding westward to usurp Indian lands, the government began establishing reservations. Indian Reservations were designed to squelch the migratory lifestyles of Indians and bring their way of life more in line with the American norm. Most tribes were not given much of a choice about settling on a reservation—some tribes were offered incentives, such as money or other goods or services, to settle. Others were forcibly settled. Reservations were often located in remote and inhospitable lands that whites did not find immediately useful. Indians often found it difficult to make a living in such locations. After years of abuse, mistreatment, repeated resettlements and encroachments by European and American settlers, some tribes had had enough and began to fight.

The Indian Wars

In a broad sense, the Indian Wars began in 1540 when Spanish *Conquistadors* first clashed with Indians in the southwest. The Indian Wars continued during the colonial period when tribes became disenchanted with European expansion. America became involved in the Indian Wars shortly after independence and continued to fight in small skirmishes and large battles up to the establishment of reservations. But the establishment of reservations was a turning point in the Indian Wars in the western United States and its territories.

Many tribal chiefs thought a legislated piece of land for their people would finally end the conflict between their tribes and the United States. They made agreements with the United States Government and settled on their reservations with the understanding that the land would be for their sole use in perpetuity. Even tribes that were forcibly settled on reservations were given this understanding. The tribes finally had a place of their own that American settlers could not encroach upon.

But this was wishful thinking. American settlers illegally moved onto Indian reservations in search of gold and other valuable minerals. The government would not or could not enforce the sovereignty of the reservations by keeping American settlers out. Settlers began to petition Congress to take the reservations away from Indians and open them for settlement by American citizens. As a result, many reservations were either abolished or reduced in size and the Indians forced to relocate again.

Understandably, many tribes felt their backs were against the wall. They had been settled onto land that was promised to them by the government and then much or all of that promised land was taken away. After hundreds of years of false promises and broken treaties, Indians were no longer willing to take the government at its word. Negotiation had failed, good faith had failed; the only option left was to fight. The government saw these battles as an attempt to settle Indians on their reservations, but Indians saw them as battles for their way of life and independence.

Perhaps the most famous of these battles for resettlement was the battle of the Little Bighorn where Sioux warriors led by Sitting Bull and Crazy Horse massacred General George A. Custer and his 200 cavalry soldiers in 1876. The Modoc War of 1872-73, --known for the Modoc's heroic hold out at Captain Jack's Stronghold in the lava beds of northern California--subdued the Modoc to reservation life. The Red River War of 1874-75 finally settled the Comanche, Kiowa, Cheyenne and Arapaho onto reservations. The very long and exceedingly bloody Apache Wars of Arizona and New Mexico resulted in the eventual settlement of the Apache onto reservations. Finally, the Indian Wars came to a close in 1890 with the massacre of the Sioux at Wounded Knee.

Chief Joseph and the Nez Perce

One of the most tragic and compelling stories of the Indian Wars involves the Nez Perce Tribe of Oregon/Washington/Idaho. In 1863, the seven million acre reservation set aside for the Nez Perce in the Wallowa Valley of Oregon was reduced in size by more than 90% by the government. The former reservation was opened to American citizens for settlement and mineral prospecting. Many Nez Perce were reluctant to leave their homes for the reduced reservation. By 1877, there was considerable pressure on the Nez Perce chiefs to relocate all of their tribal members to the reduced reservation. The Nez Perce were offered a treaty that would provide for their relocation. Several Nez Perce chiefs, including Chief Joseph, refused to sign. Many Nez Perce were ready to fight but Chief Joseph hoped to settle matters peacefully.

Finally, the government and settlers issued an ultimatum: Joseph and his band must accept life on the smaller reservation or the Army would be sent against him and his people.

Joseph and many other Nez Perce chiefs (Joseph was not the leader of all the Nez Perce) finally led their people away from the Wallowa Valley, as per the orders of the Army. On the way, in a fit of rage, a group of three Nez Perce warriors broke away from the group and killed four innocent white settlers. The killings excited other Nez Perce warriors who left the group to seek more retribution for the indignity of having to relocate to their shrunken reservation. Joseph denounced their actions, but the Army dispatched troops to subdue all of the Nez Perce. Joseph, still suing for peace, sent a delegation to meet the Army commander under a white flag of truce at White Bird Canyon. When the soldiers fired on the delegation, the Nez Perce warriors mounted an attack and routed the soldiers. At the close of battle, 34 soldiers were killed while no Nez Percés had lost their lives. Joseph knew there would be retribution for the attack, even if it had been initiated by the Army. All hope of negotiation was gone, and war was on.

Joseph and his people tried to flee from the Army, staying just ahead of the pursuing soldiers. For many months, the Indians would engage the Army or vice versa and the Indians would then withdraw. After White Bird, battles were fought at Clearwater, Fort Fizzle, Big Hole, and Camas Meadows. Each time, the military was unable to subdue the Nez Perce. They passed through Yellowstone National Park and then headed north. Joseph now felt the best chance for the survival of his people was to resettle in Canada, and he led his people toward the international border though Montana.

After several more battles, the Army finally caught up with the Nez Perce at Bear Paw in Montana. Under a white flag of truce, Joseph was taken captive by the Army but later was released and ordered to surrender. It was October in Montana, the weather was cold, snow covered the ground, and the Nez Perce had been on the run for most of the year. On the afternoon of October 5, 1877, Joseph and five warriors met Colonel Nelson Miles and General O.O. Howard on the battlefield at Bear Paw. Joseph handed over his rifle as a symbolic token of surrender. With an interpreter translating, Joseph said:

"I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Toohulhulsote is dead. The old men are all dead. It is the young men who say no and yes. He who led the young men is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food. No one knows where they are-- perhaps they are freezing to death. I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, I am tired. My heart is sad and sick. From where the sun now stands, I will fight no more forever."

The Nez Perce War was costly. Ninety-six Nez Perce, many of them women and children, and more than 100 American settlers and soldiers lost their lives. But the Nez Perce had lost even more. As a condition of their surrender, the Nez Perce had lost their land on the old reservation, their homes, their horses and even their personal possessions. When they had surrendered, they were but 40 miles from the Canadian border and freedom.

The terms of the surrender provided for the return of the Nez Perce to their reservation in the Wallowa Valley. It was decided the Nez Perce should stay at Fort Keogh through the winter before they were to be relocated. However, the Army quickly changed its mind, and decreed the Nez Perce should be dealt with harshly to discourage rebelliousness in other tribes. Joseph and his band were sent to Fort Leavenworth, Kansas, as prisoners of war. The cold, damp encampment provided by the Army at Fort Leavenworth bred disease and many of Joseph's already tired and sick people died. Joseph's petitions to return to the Wallowa Valley as per the terms of his surrender were ignored by the Army.

Finally, in the spring of 1878, Congress sent Chief Joseph and his followers into exile on the Quapaw Reservation in Indian Territory (present-day Oklahoma). Their reservation was little better than the prison camp at Fort Leavenworth. The Nez Perce had no shelter and were unable to produce crops from the infertile, rocky ground. Even worse, they had no medicine to combat the malaria outbreak on the reservation. Within months of settling on the Quapaw Reservation, 47 Nez Perce were dead of starvation and disease.

After this first disastrous year in Indian Territory, the Nez Perce were relocated again, this time to a more hospitable location on the shores of the Salt Fork and Chickaskia Rivers. It was from this location that Chief Joseph mounted his campaign to return to the Nez Perce homeland in the Wallowa Valley. Joseph and a delegation of his chiefs traveled to Washington D.C. to argue their case. Although their trip was unsuccessful, they were successful in making the plight of the Nez Perce people known to the public for the first time. The Nez Perce were made champions of many humanitarian groups who brought pressure to bear on Congress. Finally, in 1885, after eight years in exile, the Nez Perce were allowed to return to the Pacific Northwest. But a return to their homeland was denied. Those who agreed to convert to Christianity were sent to the Nez Perce Indian Reservation in Idaho. The others, including Joseph, were resettled on the Colville Indian Reservation and were never allowed to permanently return to their homeland.

The Indian Wars led the Army to establish a series of fortifications across the plains to keep an eye on local Indians and protect settlers. The earliest of these forts was established in the 1840s on the Great Plains and served as stopovers on many of the great wagon train routes to the west coast. As such, the forts served as both military outposts and trading centers for settlers. Even Indians frequented the forts for supplies.

Procedures

1. Conduct a group discussion into change in your community.
 - A. What has changed?
 - People
 - B. Population
 - Size
 - Buildings
 - Stores
 - Conflicts due to change
 - C. Can you identify something specific that changed or caused your area to change in the past?
 - D. What would happen if your community grew much larger?
 - 1) Where would people live
 - 2) What would they eat, or where would they get it
 - 3) What about roads, utilities, amenities
 - 4) Would the “downtown” be the same
 - 5) What about the farms or open spaces
 - 6) How would rules be created and enforced
2. Present what the United States looked like in 1776. Use a large US Map to help illustrate the 13 colonies. Then review westward expansion as appropriate for your class level.
 - A. Hold a group discussion of what areas of the US have changed the most. Why have these areas changed and how?
 - 1) Do the areas that have changed the most include places where others lived or changed the lifestyles of those living there? (e.g., cost of housing)
 - 2) What happened to those who lived there before change? Where did they go? Was their departure voluntary?
 - 3) What caused the change? E.g., manufacturing plant, big business, climate, agriculture
3. Discuss US Indian policy. Including early policies: Northwest Ordinance and the 1816 Forced Removal
 - A. Hold a group discussion about:
 - 1) Why American Indian people were moved to reservations?
 - B. Role play about moving to a reservation:
 - 1) Select 5 people. Have one of them get up from their desk. Then have another of them sit in that person’s desk. Have the other 3 come in to protect the person now sitting in the desk. Have those three tell the other person that we have a place for you now and then take that person to a desk out in the hall or some other place removed from any activity. Then have them all come back and discuss how they felt.
 - 2) Continue the discussion about people being moved to reservations. Did everyone go willingly?
 - C. Identify the methods used by the US to gain possession of North American territory. (diplomacy, disease, force, assimilation, education, trade, etc....)

D.What were some of the conflicts between settlers and American Indians?

E. Discuss late US Indian Policy

1)How had it changed and why?

4. Discuss what the US response was to the Indian Wars. Discuss the building of forts and stationing of soldiers close to area skirmishes.

Extensions:

1. Look at one or more large metropolitan areas, for example Puget Sound, Los Angeles or New York City.

A.Were these areas always this size?

B.Have there been any changes in demographics

C. What kinds of problems were caused by the change

2. Research the Indian Wars. How many were there, where, when and what were the results? Make a presentation.

3. Chief Joseph

A.Why prisoners of war?

B. Why move them so many times? Why did it make a difference when their cause became public?

4. Research Trail of Tears

5. Research US Forts: when they were first built and where.



Lesson 1.4

Federal Indian Policy Timeline

Subject

Timeline

Objectives:

Students will be able to: a) determine the length of an interval of time using the timeline; (b) solve problems involving the beginning time of an event, ending time of an event and duration of the event; c) determine which events last longer or shorter; and d) understand how the timeline can be extended forward and backwards.

A timeline allows students to focus on duration.

Materials:

Blank Timeline

The Federal Indian Policy Timeline

Procedure:

- A. Direct the students' attention to the Federal Indian Policy Timeline.
 - a. Have the students fill in their blank "How Long" timelines with the events from the Federal Indian Policy Timeline.
 - b. Ask the students to use the timelines to answer the following questions about the duration of activities represented on the timeline.
 - i. The General Allotment Act happened in 1887 how many years until the 1944 Termination Period?
 - ii. The Indian Reorganization Act happened in 1934 how many years later until the Termination Period?
 - iii. How long was the Integration Period?
- B. After students have finished, choose one of the problems to talk about in a class discussion.
- C. Create a Timeline of the Acts of Congress regarding reservations and American Indians.
 - a. 1776 (the United States are declared to be independent of Great Britain), 1787 (the Northwest Ordinances become the first official policy for dealing with Indian tribes), 1816 (the United States begins the policy of forced removal of Indian tribes from their ancestral lands), 1860 (the United States begins setting aside land reservations on which Indian tribes can live), 1863 (the original Nez Perce reservation in Oregon is shrunk in size by more than 90%), 1876 (Sioux warriors led by Sitting Bull and Crazy Horse defeat a cavalry unit led by General George A. Custer at Little Bighorn), 1877 (Chief Joseph and the Nez Perce lead the Army on a chase through Idaho and Wyoming before being captured in Montana in October)



Federal Indian Policy Timeline

- Early 19th Century: Indian tribes had signed treaties with European governments. When the colonies gained independence the US assumed those treaties. They assured American Indian title to their homelands.
- 1830s removal policy.
- Allotment Period
 - 1887 General Allotment Act. Make individual tribal members into individual landowners and farmers. Absorption into society. Land was placed into “Trust Status” and could not be sold to non-Indians.
- 1934 Indian Reorganization Act
 - Purchased land within reservations to restore land base available to Indians.
- 1944 Termination Period
 - End tribes by transfer to state governments all management of tribal affairs.
- 1954-1962 Integration Period
 - 100 tribes terminated
- 1960s and 70s Self-Determination
 - Federal protection and increased tribal participation and control.

The image displays two vertical diagrams, each enclosed in a rectangular frame. Both diagrams consist of a central vertical line with horizontal lines intersecting it at various points. The horizontal lines vary in their starting and ending positions relative to the central axis, creating a stepped or comb-like appearance. The left diagram features a series of lines that are generally longer and more widely spaced, while the right diagram shows lines that are shorter and more closely spaced, suggesting a different scale or proportion for the same structural elements.



Unit 2: Fort Spokane

Establishment and Military Use



Lesson 2.1

Establishment of Fort Spokane

Lesson 2.2

Military Action

Lesson 2.1

Establishment and Design of Fort Spokane



Subject

Forts, locations

Objectives

By the end of this lesson, students will:

1. Identify the reasons forts were established in Washington
2. Draw or construct what they think the fort looked like
3. Identify the reasons the military chose to build Fort Spokane where they did

Vocabulary

Strategy	Bench	Discipline
Routine	Officer	Enlisted
Details	Cavalry	Uniform
Rank	Sergeant	Corporal
Menial	Leadership	Hierarchy
Desertion	Court-martial	Domain
Humane		

Background Information

Fort Establishment

Though clashes between settlers and Indians were few in Washington Territory during the Indian Wars period, the Army established a series of forts to assure peace was maintained. In order to reduce response time to possible incidents, these forts were located close to Indian Reservations. By 1879 in the Big Bend area of the Upper Columbia River Basin, there were two large Indian Reservations, the Colville Reservation and the Columbia Reservation. The army decided it needed a fort to keep watch on both. A site was chosen at the outlet of Lake Chelan and troops were moved in to begin construction of Camp Chelan. But the location proved difficult to supply with building materials and food. In 1880, Chief Moses of the Columbia Reservation decided he and his people would rather live on the Colville Reservation and the Columbia Reservation was abandoned. Camp Chelan was now in a far less strategic position than before and the Army began searching for a new location for a fort.

Exploratory parties reported that a fine site for a fort existed at the confluence of the Spokane and Columbia Rivers. The site was strategically located just across the Columbia River from the Colville Reservation near a patch of whitewater on the Spokane River used extensively by local

tribes during salmon season. The location was also within easy marching distance of the Colville Valley where settlers had put down roots and was linked with an existing road system, making it easier to supply than Camp Chelan. With such a glowing recommendation, the Army, in August of 1880, established Camp Spokane on the bench above the two rivers.

Most soldiers joined the Army with a skill or trade already in hand. Thus, soldiers, who were also bricklayers, plumbers, carpenters, plasterers, lathers, etc., were responsible for building most of the structures at Camp Spokane. Even with all of this assembled construction expertise, the building process was slow. Some soldiers were still living in tents in 1882 when President Chester Arthur formally decreed that Camp Spokane would be known as Fort Spokane. But by 1884, all of the soldiers were housed in six new barracks and all of the officers had quarters along the parade ground. Fort Spokane was taking shape.

Procedures

1. Referencing information from previous lessons, discuss why Fort Spokane was built.
Be sure to include:
 - ❖ Few clashes in Washington
 - ❖ Built to assure peace
 - ❖ Camp Chelan
 - ❖ Ability to obtain Supplies
2. Discuss what would make a desired location. Have students brainstorm what helps determine if a site works and what is needed near the site. Create a list to be used later.
3. Ask students what types of buildings and places would be needed at a fort or location away from civilization today. Discuss what activities would occur at those buildings and places. Why were they important? Where would you locate them? Why? Keep a list of these on the board.
 - ❖ Have students create a fort of their own using any of the places listed on the board. Have them draw a picture of their fort. Then have each student take the class on a tour of their fort sharing what each place is, what it is used for and what happens there.
4. Now, have students discuss what if you were building a fort 100-150 years ago, would you want, or need, the same buildings, activities and places? What would you need differently?
 - ❖ As before have them create a fort of their own from 100-150 years ago and share.
5. Tell students that there were several forts in Eastern Washington and show them a map. If you had a fort in your area be sure to show them.
6. Have students visit the Fort Spokane virtual tour. www.nps.gov/laro/home.htm
A. Complete the activities on-line

B. After visiting the website have students make a drawing of how it might have looked in the 1890s.

Be sure to include:

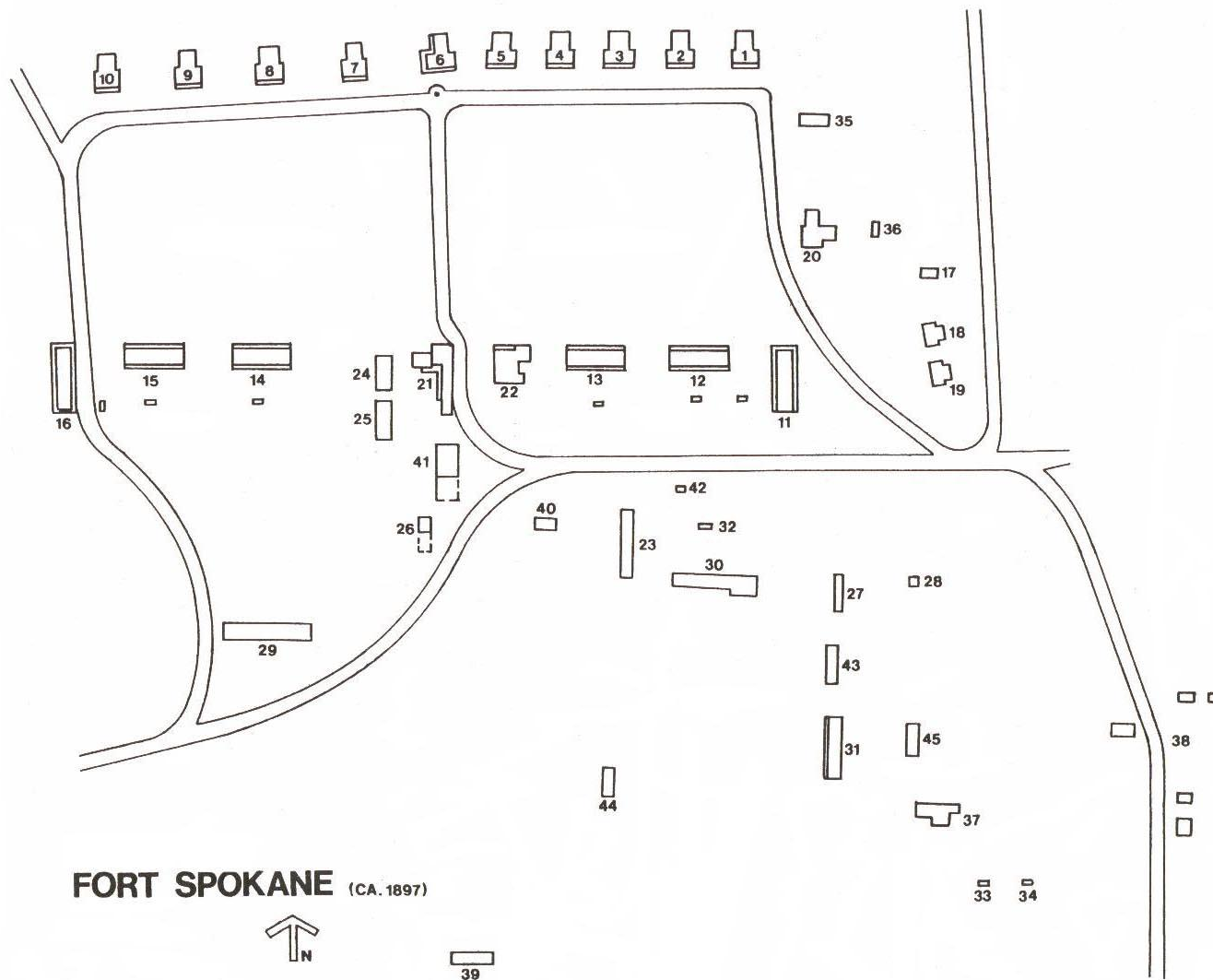
- ❖ What Fort Spokane might have looked like?
- ❖ What did the houses where the officers lived look like? How did they differ from the large barracks where the enlisted soldiers lived?
- ❖ Where did the cavalry soldiers keep their horses?
- ❖ Where did the soldiers get their food? From a store or from a garden?
- ❖ Where did the soldiers go when they got sick or injured?
- ❖ Where did they practice their marching and shooting? Was it inside or outside?

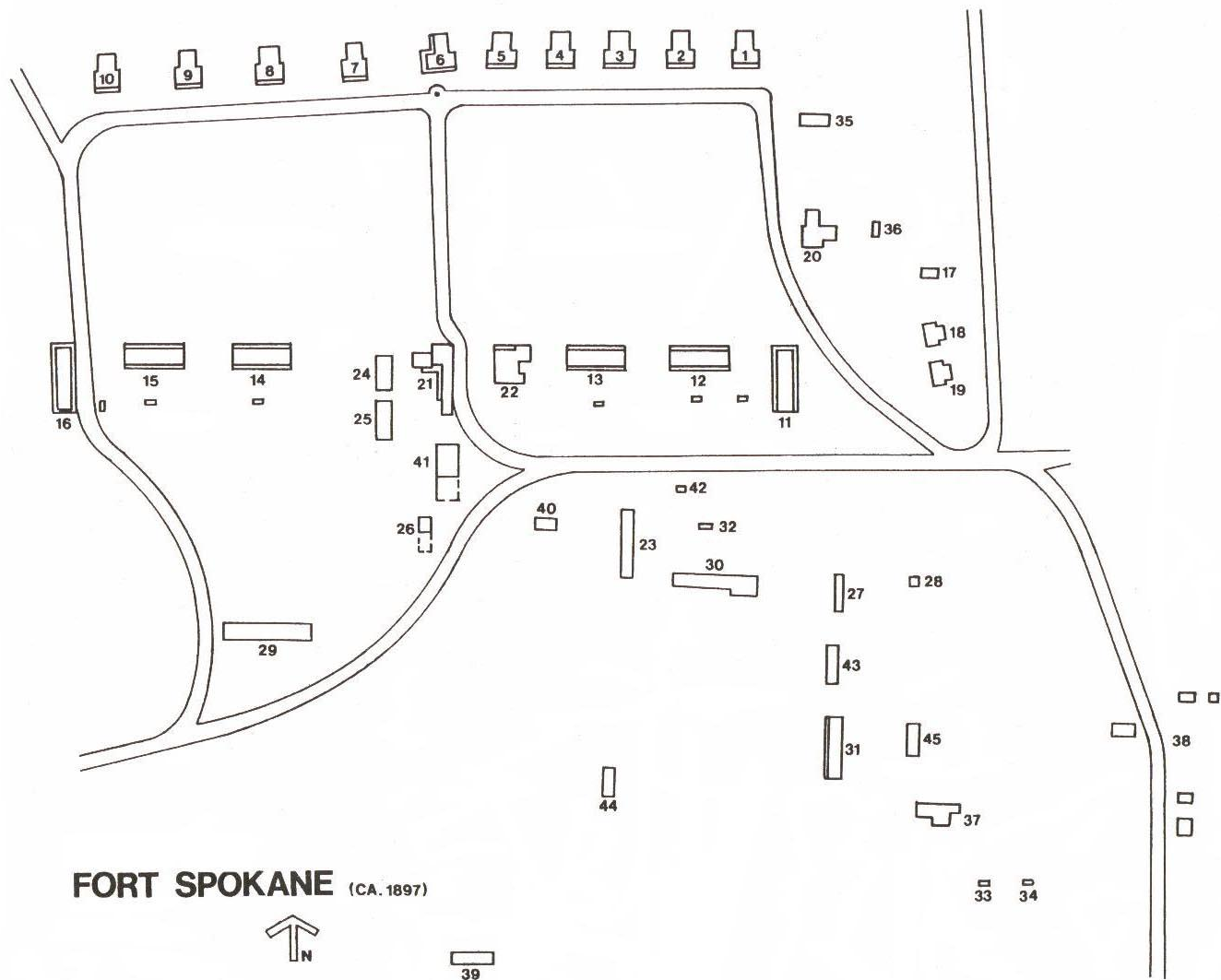
- 1) Fort Spokane was.....share with students what Fort Spokane was and the types of activities that occurred there. Share with them the blank map of the site. Where do they think things happened? Discuss the types of buildings and what they were used for. Take the packet of photos and information about each of the buildings and try to reconstruct the fort. Then using the blank map, have students draw in where they think the buildings and activities occurred. Share with class.

a. Once students have completed their drawings, show them the Fort Spokane Map.

Extensions

1. Why was land in the Columbia Reservation returned to public domain?





Lesson 2.2

Fort Spokane Military Action



Subject

Military, Duties, Policy

Objectives

By the end of this lesson, students will: Identify how Fort Spokane illustrates late US Indian Policy.

Vocabulary

Response	Settlers	Peace
Reservations	Drill	Interests

Background Information

Military Action

Fort Spokane was established as a response to the Indian uprisings of the 1860s and 1870s to provide a military presence that would comfort settlers and discourage future Indian uprisings. In that sense, Fort Spokane was a success—settlers felt safe and clashes between the Army and the local tribes were almost nonexistent. Whether this relative peace can actually be attributed to Fort Spokane is debatable.

By the beginning of the 1880s, the Indian Wars were all but over. Throughout the western United States, most Indian resistance to settlers had been subdued by the Army and the major battles were over. Most tribes were settled on the reservations. The tribes of the Northwest were never exceptionally warlike and, thus, the soldiers at Fort Spokane were never involved in any real battles or skirmishes. For the most part, the soldiers of Fort Spokane drilled, marched and meticulously prepared for battles that never happened. In many ways, the soldiers at Fort Spokane were very much like the United Nations Peacekeeping forces sent into politically unstable countries today. When President Chester Arthur returned the Columbia Reservation to the public domain in 1883, the troops of Fort Spokane were there to prevent settlers and Indians from clashing. When several Indian tribes lumped together on the Colville Reservation were close to coming to blows, the troops of Fort Spokane were there to keep the peace. When miners in Coeur d'Alene went on strike, the troops of Fort Spokane were called in to arrest and subdue rioters.

Perhaps the most significant event the troops of Fort Spokane participated in involved the return of the Chief Joseph band of the Nez Perce to the Northwest.

After eight years in exile in Indian Territory, the U.S. Congress finally authorized the Nez Perce to return to the Northwest. However, they were not allowed to return to their homeland in the Wallowa Valley of Oregon. Instead, most of the surviving Nez Perce were transferred to the Colville Reservation. When the Nez Perce arrived at the reservation in June of 1885, they set up camp just across the Columbia River from Fort Spokane.

The condition of the Nez Perce camped near Fort Spokane was unacceptable to the commanding officer at Fort Spokane. They were without adequate supplies and were provided with miniscule food rations by the Colville Indian Agent. So the commanding officer at Fort Spokane decided the only humane option was to provision the Nez Perce as much as possible with military supplies and food, an act that probably prevented many starvation deaths that winter. In the spring of 1886, having been guaranteed rations by the Indian Service, the Nez Perce moved permanently to Nespelem.

In 1892, the government implemented plans to cut the size of the Colville Reservation in half. Miners, at the earliest hint of such news began to stream onto the reservation to begin prospecting for gold. It soon became clear that Fort Spokane, first established to protect settlers from Indians, was now primarily involved in protecting Indian interests from settlers. The Indian Wars were most definitely over, the threat of settler/Indian clashes had subsided, and in 1898, when most of the garrison was sent to Cuba to fight in the Spanish-American War, Fort Spokane was abandoned by the military. Protecting Indians from settlers and their culture was not part of the mandate of the Army. In fact, it went against the current thoughts regarding introducing Indians to the “niceties” of American society.

Procedures

1. Hold a concluding discussion about how Fort Spokane began protecting Indian interests from white settlers.

2. Timeline

This lesson adds many new dates to the timeline that deals directly with United States Indian Policy and Fort Spokane 1880 (Camp Spokane is founded by the Army), 1882 (President Chester Arthur makes Camp Spokane a permanent base and renames it Fort Spokane), 1885 (Chief Joseph and his Nez Perce followers were relocated to the Colville Reservation and encamped across the Columbia River from Fort Spokane), 1892 (the size of the Colville Reservation was reduced by half), 1898 (troops from Fort Spokane were sent to Cuba to fight in the Spanish-American War; Fort Spokane is abandoned by the military).

Extensions

1. 1892 Why was Colville Reservation cut in half? Show on a map before and after. Do American Indians living on the reservation own the land? Which land, how much? Why do non-native people live on that reservation today?



Unit 3

A Soldiers Life

Lesson 3.1
A Soldiers Daily Ritual

Lesson 3.2
Military Duties
Cadence: March in Time

Lesson 3.3
Fort Spokane Infantry Flags

Lesson 3.4
Write a letter to a soldier in 1870

Lesson 3.5
Soldier Hygiene

Lesson 3.6
Persuading Commercials: Hard tack

Lesson 3.7
Diversions of the Day
What is Your Favorite Baseball Team?

Lesson 3.1

A Soldiers Daily Ritual



Subject

Military daily life

Objectives

By the end of this lesson, students will:

be able to: a) list at least 3 things they do every day; b) describe why there is a military; c) list at least 3 jobs in the military; d) list at least 3 things military personnel do every day; and e) understand what it might have been like to live on the post and as an officer and as a soldier.

Vocabulary

Strategy	Bench	Discipline
Routine	Officer	Enlisted
Details	Cavalry	Uniform
Rank	Sergeant	Corporal
Menial	Leadership	Hierarchy
Desertion	Court-martial	Domain
Humane		

Background Information

The Daily Ritual

A visitor to Fort Spokane with little military background would have been struck by the level of strict discipline and daily routine, as well as the strict separation between officers and enlisted soldiers. The day was punctuated by a series of bugle calls, each with their own particular meaning. Perhaps the most un-welcome call was Reveille at 6:15AM that roused soldiers from their beds, usually before sunrise. The day ended at 11:00PM with Taps. Soldiers were drilled each day in marching and weapons handling so that they each knew their job should a battle arise.

Daily life on the post included many specific jobs, called details, which were filled on a rotating basis (though some details were permanently assigned). Soldiers could be assigned to guard duty, cooking, baking, cleaning buildings, running the morgue, assisting the hospital steward or post surgeon, working in the sawmill, or any number of other jobs. Cavalry soldiers were usually engaged with cleaning stables, caring for their horses and working in the blacksmith shop or for the post's farrier.

Troops were required to wear the blue uniforms of the Army. While on post, they were required to wear their thick wool dress uniforms. These uniforms were exceptionally hot in the summer, especially when soldiers had to drill for hours in the hot sun. While away from the post on a march, soldiers were permitted to wear a more casual, and much cooler, field uniform. The uniform also served to differentiate infantrymen (foot soldiers) from cavalrymen (horse soldiers). Rank insignia and trouser stripes were white on infantry uniforms and gold on cavalry uniforms.

Soldiers in the Army were divided into officers and enlisted men. The officers were in charge of the post and supervised the enlisted men through a series of sergeants and corporals. Only very rarely were officers asked to exert themselves at menial tasks like manual labor (such jobs were left to the enlisted men). Instead officers were charged with being the brains of the outfit, trained in military strategy and leadership. They lived in spacious homes on the north side of the Fort Spokane Parade ground with their families, and their households were usually kept by one or two servants. The enlisted men, especially the privates (the lowest possible rank in the Army), were at the bottom of the hierarchy. They lived on the south side of the parade ground in barracks with 40-50 other soldiers. In addition to all of the marching and drilling expected, privates were expected to follow every order given by the officers or their company sergeant. Disobeying could lead to a court-martial and jail time. Privates made just \$13 per month; the lowest ranking officer made \$140 a month and did less physical work. With the repetition of drilling, hard work and low pay, it is no wonder soldiers frequented a local brewery for alcohol and recreation. Desertions were also commonplace, as were court-martials and jail time.

Procedures

1. Ask Students to create a list of what they do at school each day.
2. What else do students do besides go to school?
3. Ask them to brainstorm what their parents, aunts and uncles and grandparents do each day.
4. Are there any similarities? What things are different?
5. Now what do members of the military do? Does everyone do the same thing? Is it the same today as 100 years ago?

Fort Spokane Replica Fact Sheet



Military Uniform

(blouse, pants, kepi, Mackeever, belt), chevrons:

The U.S. Army uniform of the Indian War period was functional and designed for ease of mass production. Soldiers would be issued two sets of uniforms: campaign and post. The campaign uniform would consist blue wool pants and a dark blue wool, long sleeved shirt (winter and summer). The post uniform consisted of the same pants, a white, pull over blouse and a jacket, dark blue, waist length with brass buttons down the front. Unless you were wealthy your uniform did not fit. Only those of considerable means and officers could afford to have their uniforms specially tailored to fit them. Privates did not receive any insignia, except for infantry and company on the wool kepi, on their uniform. Non Commissioned Officers (NCO's) would wear the color of their branch: white, infantry; green, medical; red, artillery; yellow, cavalry. Stripes, corresponding to these colors, would run along the seam of the pant leg, right and left, from waist to cuff; corporals were $\frac{1}{4}$ inch, sergeants were $\frac{1}{2}$ inch and officer were 1 inch or greater. Similarly color coordinated chevrons would be awarded to corporals and sergeants. All U.S. Army personnel were required to wear the wool kepi and unit insignia, with the exception of cavalry who wore felt field hats. Dependant upon the branch, soldiers carried a variety of tools on their belt. In campaign situations a field belt with rifle rounds exposed for easy access may take the place of the garrison belt. The garrison belt generally included a Mackeever, which held several 45/70 rounds, concealed in a pouch worn in the small of the back. Also, a bayonet and or entrenching tool would be worn on the left side of the soldiers body.

The Forage cap, or Kepi, was revised during the Indian Wars Period from that worn during the Civil War. To make the cap look more sleek, and probably to save money, the US Army Uniform Board shortened the sides considerably and reduced the diameter of the top circle to 5 $\frac{1}{2}$ " for all sizes of caps. The leather chin strap reduced in size from the 5/8" to $\frac{1}{2}$ ". This smaller cap created a real problem for men with larger and taller head shapes as the cap was really too small to fit their heads.





Military Tents and Equipage

The average soldier was not given a tent, at least not a whole tent. To save space and reduce the load each soldier had to carry in the field, they were issued a half tent and one then stand. This meant that to have total coverage in poor weather conditions they would have to group with another soldier, combine their half's and sleep in very close quarters.





Military Mess bowls, cups etc...

Each soldier was issued a mess kit and utensils. This metal can with a strap to secure the two half's would be loaded with a meal before a days march. This would serve as a lunch box for the soldier. When the unit would stop for lunch they would open their mess kit, eat whatever meat they had been issued the night before and had carried, through the heat, or cold, of the day.





Cannon

The 12 lb Mountain Howitzer was a crucial anti-personnel weapon in the Indian War period. Weapon and carriage weighing a little over 500 lbs together made the Howitzer a highly mobile artillery piece and with the advent of the mule saddle which allowed the cannon and carriage to be separate and transported over rough ground, the utility increased ten fold. Able to access remote locations with record speed made the Mtn. Howitzer the premier anti-personnel weapon of the period. With a range of a little less than a mile, artillery crews could operate from relative safety and devastate an approaching or retreating ground force.





Springfield Rifle

The model 1872 Springfield, trap-door, “Long Tom” rifle and carbine were mainstays of the frontier military. While repeating rifles were widely in existence by law enforcement agencies and citizens alike, the single shot Springfield was preferred. The officer corps felt that the time to reload and re-aim would be more effective than the rapid fire style of the repeating rifle. Highly accurate, especially with specialty wind age sites the 45/70 caliber rifles were not without fault. Dependent upon the composition of the cartridge, the heat of the barrel had a tendency to make copper cartridges



swell and jam. This is generally considered to be a major contributor to the fall of General George Armstrong Custer at the Battle of the Little Big Horn. Also, they weighed a staggering 8 ½ lbs each. Aside from a few minor draw backs, many correctable and corrected, the 1872 Springfield, trap-door, “Long Tom” rifle and carbine were very effective weapons



Lesson 3.2

Military Cadences—March in Time

Subject

Military Duties

Objectives:

Students will learn facts about Native Americans and Settlers while chanting a cadence.

Materials

Settlers, Natives Chants

Vocabulary

Background Information

In the [armed services](#), a **military cadence** or **cadence call** is a traditional call-and-response [work song](#) sung by military personnel while running or marching. In the [United States](#), these cadences are sometimes called **jody calls** or **jodies**, after *Jody*, a [recurring character](#) who figures in some traditional cadences.

Requiring no instruments to play, they are counterparts in oral [military folklore](#) of the military [march](#). As a sort of work song, military cadences take their [rhythms](#) from the work being done (compare [sea shanty](#)). Many cadences have a [call and response](#) structure of which one soldier initiates a line, and the remaining soldiers complete it, thus instilling teamwork and camaraderie for completion. The cadence calls move to the beat and rhythm of the normal speed (quick time) march or running-in-formation (double time) march. This serves the purpose of keeping soldiers "dressed", moving in step as a unit and in formation, while maintaining the correct beat or cadence.

The word "cadence" was applied to these work songs because of an earlier meaning, in which it meant the number of steps a marcher or runner took per minute. The cadence was set by a drummer or sergeant and discipline was extremely important, as keeping the cadence directly affected the travel speed of infantry. There were other purposes: the *close-order drill* was a particular cadence count for the complex sequence of loading and firing a musket. In the [Revolutionary War](#), [Baron von Steuben](#) notably imported European battlefield techniques which persist, greatly modified, to this day.

Procedures

1. Anticipatory Set (Lead-In)
 - a. Review the background information about Military Cadence calls and the history of these calls.
2. Step-By-Step Procedures:
 - a. Chart the Settlers chant/ Natives chant on Butcher Paper.
3. Practice the chant in a large group setting
4. Once students are familiar with the chant have them have them stomp their left foot in time.
5. Next, have them march in the military fashion of LR-LR.

Settlers, Natives Chant

By

Kelly Freel and Janice Petrin
Bemis Elementary

Natives

Natives here, natives there,
Natives, natives everywhere!

Early natives migrating,
Fearful animals running,
Abundant salmon swimming,
And exhausted people resting.

Natives near the river,
Natives in the valley,
Natives under starlit skies,
And natives between places.

Natives here, natives there,
Natives, natives everywhere!

Natives! Natives! Natives!

Settles, Natives Chant

By

Kelly Freel and Janice Petrin
Bemis Elementary

Settlers

Settler here, settlers there,
Settlers, settlers everywhere.

Brave settlers trading,
Pioneering trappers hunting,
Determined people wanting,
And courageous visionaries building.

Settlers at the Spokane House,
Settlers in the mills,
Settlers on the river,
And settlers near the falls.

Settler here, settlers there,
Settlers, settlers everywhere.

Settlers! Settlers! Settlers!

Settles, Natives Chant

By

Kelly Freel and Janice Petrin
Bemis Elementary

James Glover

I know a white settler,
A visionary white settler,
A visionary white settler,
Who cares about Spokane.

Glover established a trading post,
He encouraged building a sawmill,
He gave land away,
He promoted the railroad.

I know a white settler,
A visionary white settler,
A visionary white settler,
Who was the Father of Spokane.

Settles, Natives Chant

By

Kelly Freel and Janice Petrin
Bemis Elementary

Spokan Gary

I know a guy, I've been told,
He lived long and very old.
Taught his people the white man's way.
Because of this, his people could stay.

Peaceful, cautious, leader, too,
Persistent, visionary
Bugaloo!

The battle of Steptoe, I've been told,
Soldiers marching being bold.
Tribe was forced to leave their land,
Had to fight and take a stand.

Warrior, fighter, devender too,
Surrendered, remembered.
Bugaloo!

Lesson 3.3

Fort Spokane Infantry Flag



Subject

Military insignia

Objectives

By the end of this lesson, students will be able to: a) Make predictions and generalizations; b) Name and identify the flags of various countries around the world; c) List the significance of that country's flag and the meaning of its colors and design; and d) Locate countries on a world map

Materials:

Map of the world
Large (4"x6") index cards (one for each student)
Colored markers (for each student)
Plain copy paper
Resources about the countries
Scissors
Crayons or markers
Glue sticks
Lots of butcher paper and white and red construction paper

Vocabulary

Background Information

Procedures

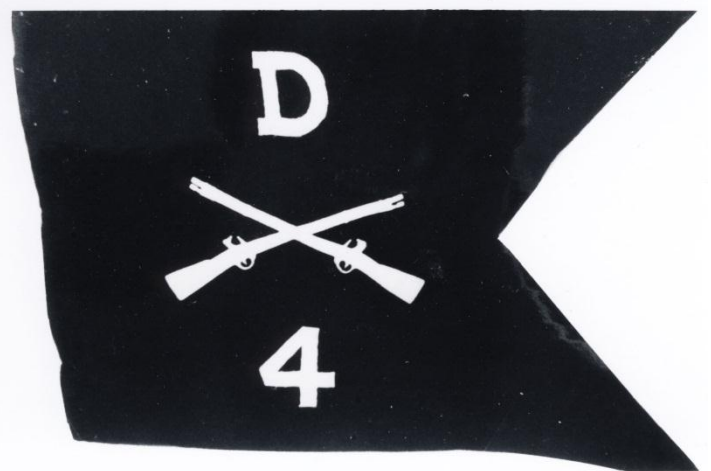
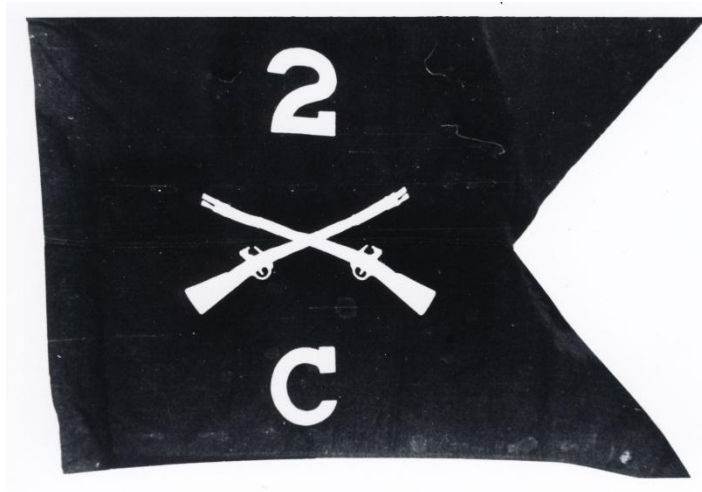
1. Choose a country for students to research, selecting one country per student in your class. Write the names of the countries on the top of large index cards.
2. Begin the lesson by showing students an American flag (or a picture of one, if you do not have one accessible). See a large image of the American flag at [USA flag](#). As a class, briefly discuss the significance of the flag's symbols and colors. The 50 stars represent the states of the union, and the 13 stripes represent the 13 original colonies. The colors of the original flag did not have any symbolic meaning at the time. As part of the Great Seal, however, they were symbolic. White was chosen to signify purity and innocence; red, hardiness and valor; and blue, vigilance, perseverance, and justice. You may also want to look at your state flag and discuss its symbols.

3. Explain to students that they are each going to research important facts about a country. Once they've completed their research, they will study that country's flag, learn about its symbols, and re-create that flag to present to the class.
 - A. Ask the children: What's good about our country? Solicit comments and discuss their observations. Compliment them on their answers and say: The United States is a wonderful place to live. We have many rights and freedoms. But with these rights and freedoms, we have some things we are supposed to do.
 - B. What are some of these things? Solicit very specific answers (e.g. paying taxes, recycling, wearing seat belts, saying no to drugs, voting when you're an adult, not littering and keeping your school and neighborhood clean, knowing what's happening in your community, respectfully voicing concerns, calling the police if someone is in trouble, helping the homeless and hungry)
 - C. Tell them that as a reminder of these responsibilities, you are all going to make a "citizenship flag." Say: We'll show ways we can give our country a helping hand.
 - D. First, have them color and cut out stars.(You might have the stars already cut out to save time)
 - E. Then, on red and white paper, have them trace the outline of their hands (four hands: two red and two white)
 - F. When they are finished tracing, have them cut out their paper hands.
 - G. Say: Now that you have two sets of hands, think of four ways you are going to be a good citizen and give our community a helping hand. I want you to write one promise on each hand. Begin each promise with "I will" and write your name after your promise. Distribute the markers or crayons.
 - H. As the children complete the paper hands, arrange them on a large piece of butcher paper. As they complete their written promises, glue the hands down in rows of red and white, just like the bars on the American flag.



Infantry flag

The Infantry Flag of the 1870's military served as more than decoration; the flag or "Guide On" was used as a unit identifier. Today's military identifies their troops by infantry, battalion, platoon and squad. The Guide On would have served the same purpose and would have been posted outside the company headquarters while the troops were in camp or on maneuvers. This was a tactical tool to positively identify resources in the field.





Lesson 3.4

Write a letter to a soldier in 1870

Subject

Military life

Objectives

Students will be able to: a) use words and phrases to express an idea; b) write clearly and effectively; c) choose and maintain focus on topic; d) use descriptive sentences to write multiple paragraphs on a single topic using transitions, examples and supporting details; e) choose words that are precise, engaging and well suited to topic and audience; f) edit writing for punctuation, capitalization, and spelling; g) revise own writing for clarity.

Vocabulary

Background Information

Use History in 1880s

The **1880s** was the decade that spanned from January 1, 1880 to December 31, 1889. They occurred at the core period of the [Second Industrial Revolution](#). Most [Western](#) countries experienced a large [economic boom](#), due to the mass production of [railroads](#) and other more convenient methods of travel. The modern city as well as the [sky-scraper](#) rose to prominence in this decade as well, contributing to the economic prosperity of the time. The 1880s were also part of the [Gilded Age](#), which lasted from 1874 to 1907.

Procedures

- A. Have your students first review “Current Events of 1870s” handout.
- B. Next have them write a letter to a soldier stationed at Fort Spokane in the 1800s.
- C. Remember this letter is the soldier’s only means of communication with the outside world. They have no electricity since it was only invented that year. Think about your life without TV or newspapers.
- D. Have students share their letters with the class.
- E. Next, have students write a letter home as either an officer or an enlisted man.
 - 1) Have the students who choose enlisted soldiers write a letter of what it must have been like to have been an enlisted soldier at Fort Spokane. What did you do each day? What kinds of jobs were you detailed to do? Do you ever get bored? What do you do for fun? How are you going to spend your \$13 monthly salary? Do you like living with 50 other people in the barracks? What do you think about the officers never having to do any hard work?
 - 2) Have the students who choose officers write a letter of what it must have been like to have been an officer at Fort Spokane. What do you do each day? Do you ever get

bored? What is it like living in one of the really nice houses on post? What do you think about the enlisted men not thinking you ever do any work when actually you are always thinking of ways to make the post run more smoothly?

- F. Have the students share their letters with the class. How do the enlisted soldiers feel about the officer's daily routine and vice versa?



Letter

Soldiers in the military of the 1870s and '80s did not generally possess the necessary English skills to write a letter. For this reason, military officer, generally much better educated people, required that the men under their command attend the post school. The school, likely taught by the wives of the officers and usually centering on the study of the Holy Bible as a literature resource, would hold class several times a week and tutor the post soldiers in proper English usage. Letters were the soldier's only means of communication with the outside world. While telegraph did exist at Fort Spokane, its use was strictly restricted to urgent, military communications. That is not to say that a soldier whose family was of considerable means or political influence would not have been able to receive the occasional communication over these lines but that would be a rare occurrence.

Lesson 3.5

Soldier Hygiene



Subject

Military life

Objectives:

Students will be able to: a) Use words and/or phrases to predict and infer using prior knowledge and information drawn from simple literacy or informational text.
b) make a timeline of toothbrushes, c) list the differences and similarities between modern and historical toothbrushes.

Vocabulary

Background Information

Brief History of the toothbrush

A variety of oral hygiene measures have been used since before recorded history. This has been verified by various excavations done all over the world, in which chewsticks, tree twigs, bird feathers, animal bones and porcupine quills were recovered. The first toothbrush recorded in history was made in 3000 BC, a twig with a frayed end called a chewstick.

Various forms of toothbrush have been used. Indian medicine (Ayurveda) used the twigs of the neem or banyan tree to make toothbrushes and other oral-hygiene-related products for millennia. The end of a neem twig is chewed until it is soft and splayed, and it is then used to brush the teeth. In the Muslim world, chewing miswak, the roots or twigs of the Arak tree (Salvadora persica), which have antiseptic properties, is common practice. Rubbing baking soda or chalk against the teeth has also been common practice in history.

In 1223, Japanese Zen master Dōgen Kigen recorded on Shōbōgenzō that he saw monks in China clean their teeth with brushes made of horse-tail hairs attached to an ox-bone handle.

For the origin of modern toothbrush, the Chinese have used the bristle toothbrush since 1498, during the reign of the Hongzhi Emperor (r. 1487–1505) of the Ming Dynasty (1368–1644). It is thought that the Chinese version of the toothbrush spread to Europe, brought back from China to Europe by travellers.^[2] This is the origin of modern toothbrush. The toothbrush was not mass-produced until 1780, when they were sold by a William Addis of Clerkenwald, England.

📖 The earliest identified use of the word toothbrush in English was in the autobiography of Anthony Wood, who wrote in 1690 that he had bought a toothbrush from J. Barret.^[3]

William Addis of England is believed to have produced the first mass-produced toothbrush in 1780.^{[2][4]} In 1770 he had been jailed for causing a riot; while in prison he decided that the method used to clean teeth – at the time rubbing a rag with soot and salt on the teeth – could be improved, so he took a small animal bone, drilled small holes in it, obtained some bristles from a guard, tied them in tufts, passed the tufts through the holes on the bone, and glued them. He soon became very rich. He died in 1808, and left the business to his eldest son, also called William; the company continues to this day.^[5] By 1840 toothbrushes were being mass-produced in England, France, Germany, and Japan.^[5] Pig bristle was used for cheaper toothbrushes, and badger hair for the more expensive ones.^[5]

The first patent for a toothbrush was by H. N. Wadsworth in 1857 (US Patent No. 18,653) in the United States, but mass production in the USA only started in 1885. The rather advanced design had a bone handle with holes bored into it for the Siberian boar hair bristles. Animal bristle was not an ideal material as it retains bacteria and does not dry well, and the bristles often fell out. In the USA brushing teeth did not become routine until after World War II, when American soldiers had to clean their teeth daily.^[4]

Natural animal bristles were replaced by synthetic fibers, usually nylon, by DuPont in 1938. The first nylon bristle toothbrush, made with nylon yarn, went on sale on February 24, 1938. The first electric toothbrush, the Broxodent, was invented in Switzerland in 1954.^[6]

In January 2003 the toothbrush was selected as the number one invention Americans could not live without according to the Lemelson.

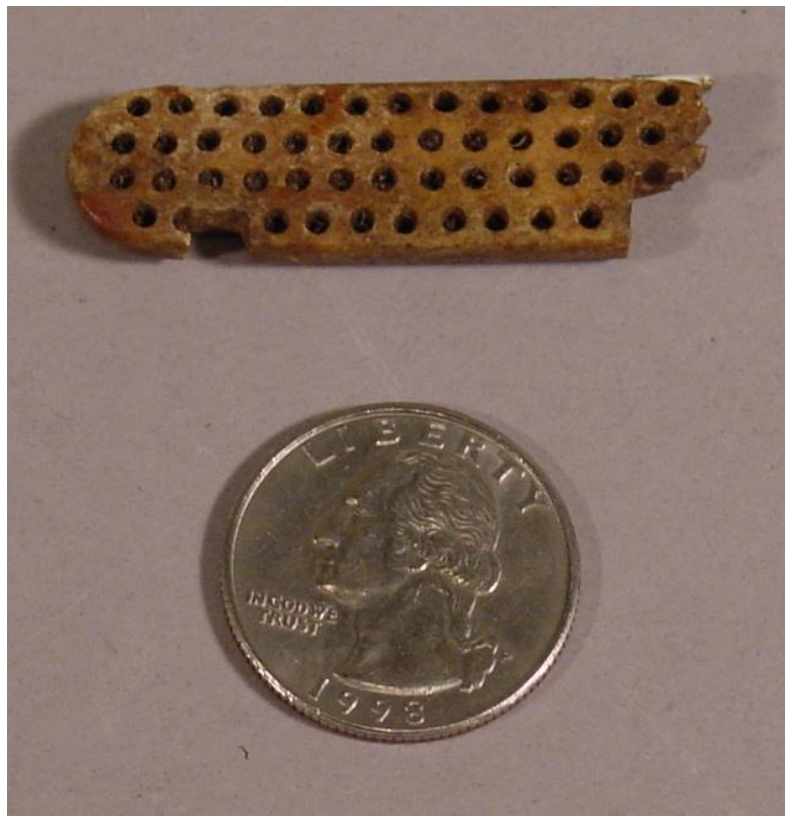
Procedures

- 1) Make a copies of the history of toothbrushes, distribute to students.
- 2) Have students make a timeline of toothbrushes, start with the earliest known toothbrushes and illustrate what that brush looked like in that time period.
- 3) Have a class discussion comparing and contrasting the old toothbrushes to today. What differences and similarities are there?



Soldier Hygiene

Shaving brush, toothbrush...: Personal hygiene has only become a recent obsession. During the early period of western expansion it would not be unusual for a man or woman to only take a bath once or perhaps twice in their life time, usually on their wedding day. The French military made vast breakthroughs in hygiene when they required that their soldiers bathed once a year and by the later part of the 19th century the U.S. Army required that their soldiers bathed at least weekly. As a result personal hygiene effects were a revolutionary and novel possession. Soldiers at Fort Spokane would be issued one bar of soap but if they wanted a tooth brush or shaving kit they would have to purchase it themselves. Toothbrushes were made of bone and used the hair of a wild pig for bristles. Shaving kits were rare, most soldiers preferred to be groomed by the post barber, but did exist and would consist of a brush and soap in a cup and a straight razor





Lesson 3.6

Persuading with Commercials: Hard Tack

Subject

Language Arts, Social Studies

Objectives

Students will be able to: 1) identify characteristics of hard tack, and 2) create and deliver a persuasive commercial.

Procedures

Use descriptive sentences to write in a variety of forms

Write sentences to inform, reflect, question, create, express an opinion, imagine, direct, and record information

This project is a great way to teach about persuasion and propaganda. It allows students to be more active in the lesson. It puts students in a commercial and helps them to understand how persuasion works.

Day 1: Tell the students they will be using hard tack.

Day 2: Every student will have to persuade people to buy hardtack. They will write a script for their commercial advertising their product.

Day 3: Give everyone a list of persuasive words to use in their commercials. Give background information about Hardtack. Have students view commercials that clearly use propaganda and persuasion. Have them document these commercials and their approaches. Give the students a week and a half to write their advertisement.

Last Day: All students present their advertisements in front of their classmates.

History of Hardtack

The introduction of the baking of processed cereals including the creation of [flour](#) provided a more reliable source of food. [Egyptian](#) sailors carried a flat brittle loaf of [millet](#) bread called [dhourra](#) cake, while the [Romans](#) had a [biscuit](#) called [buccellum](#). [King Richard I](#) of England, (aka Richard the Lionheart) left for the [Third Crusade](#) (1189-92) with "biskit of muslin," which was a mixed grain compound of barley, rye and bean flour.^[4]

Many early physicians believed that most medicinal problems were associated with digestion. Hence, for both sustenance and avoidance of illness, a daily consumption of a biscuit was considered good for one's health. The bakers of the time made biscuits as hard as possible, as the biscuits would soften as time went on.^[citation needed]^[5] Because it is so hard and dry, hardtack (when properly stored and transported) will survive rough handling and endure extremes of temperature. The more refined Captain's biscuit was made with finer flour.



Ship's biscuit display in Kronborg, Denmark

To soften it, it was often dunked in [brine](#), [coffee](#), or some other liquid or [cooked](#) into a skillet meal. [Baked](#) hard, it would stay intact for years as long as it was kept dry. For long voyages, hardtack was baked four times, rather than the more common two, and prepared six months before sailing.^[6]

At the time of the [Spanish Armada](#) in 1588, the daily allowance on board a Royal Navy ship was 1lb of biscuit plus 1 gallon of [beer](#). Later, [Samuel Pepys](#) in 1667 first regularized naval victualing with varied and nutritious rations. Royal Navy hardtack during [Queen Victoria](#)'s reign were made by machine at the Royal Clarence Victualing Yard at [Gosport](#), [Hampshire](#), stamped with the Queen's mark and the number of the oven to which they were consigned to be baked. Biscuits remained an important part of the Royal Navy sailor's diet until the introduction of [canned foods](#); canned meat was first marketed in 1814, and preserved beef in tins was officially introduced to the Royal Navy rations in 1847.^[4]

In 1801, [Josiah Bent](#) began a baking operation in [Milton, Massachusetts](#), selling "water crackers" or biscuits made of flour and water that would not deteriorate during long sea voyages from the port of [Boston](#), which was also used extensively as a source of food by the [gold prospectors](#) who emigrated to the [gold mines](#) of [California in 1849](#). Since the journey took months from the starting point, pilot bread was stored in the [wagon trains](#), as it could be kept a

long time. His company later sold the original hardtack crackers used by troops during the [American Civil War](#). The [G. H. Bent Company](#) is still located in Milton, and continues to sell these items to Civil War re-enactors and others.

During the American Civil War, 3-inch by 3-inch hardtack was shipped out from Union and Confederate storehouses. Some of this hardtack had been stored from the 1846–8 [Mexican-American War](#). With [insect](#) infestation common in [improperly stored](#) provisions, soldiers would break up the hardtack and drop it into their morning coffee. This would not only soften the hardtack but the insects, mostly [weevil larvae](#), would float to the top and the soldiers could skim off the insects and resume consumption. Another way of removing weevils was to heat it at a fire, which would drive them out. Those troops too impatient to wait would simply eat it in the dark so they wouldn't have to see what they were consuming.^[7]

During the Spanish-American War some military hardtack was stamped with the phrase REMEMBER THE MAINE.



Hardtack

Hardtack was a long term food store, the precursor to today's "C" rations and Meal Ready to Eat (MRE). Derived from naval rations, Hardtack was a mixture of flour, water and salt. Hardtack was known to last for an extended period of time due to the relative absence of water after the baking process. For this reason, the Hardtack distributed as part of a soldiers rations at Fort Spokane would very likely have dated back to the Civil War, ten, twenty or even thirty years old. Hardtack was, in fact, so hard that it was known to break teeth and so was generally soaked in coffee, brine, grease, water or some other liquid to make it palatable. Also, it was not unusual for Hardtack stores to be contaminated by weevils and maggots. The men were encouraged to eat the protein rich bugs with their Hardtack.



Lesson 3.7

Diversions of the Day

Subject

Social diversions

Objectives:

Students will be able to: a) outline some of the major difference between baseball today and when it was played at Fort Spokane; b) design and carry out a data lesson, c) make a plan for collecting data; d) make predictions about data; e) collect and record data from a survey; and f) interpret and share results from data.

Vocabulary

hurler	striker	behind
garden	Scouts	tenders

Background Information:

Baseball, among other sports and games, was a favorite pastime for residents of both the military fort and the boarding school.

Gloves! We don't need no stinking gloves!

Actually, baseball was a gloveless game until the very late 1870's and early 1880's, and even then the gloves were more of a regular hand glove than a mitt. But, since you are playing with children, you might want to fudge a bit and use gloves. For anyone familiar with baseball today, the rules of baseball are actually pretty similar. Since you are not familiar with the baseball rules of today, is there a volunteer or someone who could explain the differences to the students, contrasting the two sets, who is familiar with baseball today.

Major differences were:

- Catch the ball on the fly or **on the first bounce**=out (If the ball is caught on the fly, base runners can NOT advance. If it is caught on the bounce, they may advance WITHOUT tagging up.)
- Hits are called fair or foul by where the ball first lands
- Pitchers position is 45 ft. from batter, not the 66 ft. 6 in. of today (distance between bases was 90 ft., just like today)

Designation of player's positions:

pitcher=**hurler**

batter=**striker**

catcher=**behind** (the kids will love that one!)

the infield=**garden**

outfielders=**scouts** (short scout, center scout, etc)
infielders=**tenders** (first base tender, etc)

There are many other subtle differences, and the umpire has total control of the game. He may fine players and the fans (called cranks) for foul language, harassment, etc. Usual fines were a nickel or dime. Major fine=two bits (quarter).

The bases we use are period correct, and are square, flat canvas bags very much like bases today. We fill ours with wood shavings from the carpenters shop. You can use anything for bases. Originally, home base and the pitchers position were round iron plates (hence the name home *plate*), but again, you can use anything.

The person who "umpires" or supervises the game should be very familiar with the rules you choose to use, so that when the children are playing, they will be able to recognize the differences from the rules today. Stick by the historic rules when you play.

Procedure:

- 1) Compare and contrast the photos of the two baseball teams: military and boarding school.
- 2) Look at old newspapers at the time of Fort Spokane and determine what were the most popular books, music, operas, magazines, etc...Compare with today. How would this affect the people at Fort Spokane?
- 3) Have the class take a survey about their favorite baseball team. Have the students write their responses on self stick notes or index cards. Collect the self stick notes and randomly put them on the chart paper so that all can see.
- 4) Ask the students what they notice about the data and how they could organize the data.
- 5) Ask the students to put the data into categories. What are some categories we could use? Sorting by mascot or sorting by uniform colors or leagues.
- 6) Have the students discuss their categories and how they are going to organize their responses into categories.
- 7) Have the students make a representation of their favorite team data by constructing a graph. Including title, x-axis and y-axis.
- 8) The students interpret the data by making 2 statements about their findings.
- 9) Students share their graphs with the class.



Baseball

Baseball, the illustrious American past time, was pioneered during the Indian War period. Often the greatest threat to any military posting is boredom, to counter this, the soldiers at Fort Spokane were allowed to form baseball leagues. The competed against other Department of the Columbia posts and honed the skills and practices of this venerable game.



Unit 4

Post Military Fort Spokane



Lesson 4.1

A Collision of Cultures: The Fort Spokane Indian Boarding School

Lesson 4.2

Etiquette

Lesson 4.3

Fort Spokane as a Tuberculosis Hospital

- Take One and Call Me in the Morning

Lesson 4.1

A Collision of Cultures: The Fort Spokane Indian Boarding School



Subject

Objectives

By the end of this lesson, students will:

1. Understand that after the military left, Fort Spokane was used as a boarding school for Indian children.
2. Understand that life at the school was very different from what they expect when they go to school today (the subjects were different from today and discipline at the school was very strict).

Vocabulary

Abandoned	Transferred	Relocate	Conventional
Society	Environment	Expectations	Studies
Vocational	Indoctrinate	Culture	

Background Information

An Old Fort to a New School

After the Army abandoned Fort Spokane, the buildings and grounds were transferred to the Indian Service. The Indian Service quickly decided to relocate the offices of the Colville Indian Agency to the fort. The abandoned barracks and other buildings were deemed ideally suited as a boarding school for Indian children. On April 2, 1900, the Fort Spokane Indian Boarding School officially opened its doors to pupils from the Spokane, Colville and Coeur D'Alene tribes.

Until the boarding school opened, Indian children were educated in conventional day schools on the reservations. They would spend six hours in class and then return home to their families. But the teachers and the government found this arrangement to be inadequate. First, not enough time was spent in class. Then, upon leaving class, the students would return home to the culture of their parents, negating most of the benefits of their learning that day. Though today the idea is offensive and wrong, the belief of the day held that Indians were a 'savage' people—they did not have the benefits of good education and high culture with a basis in Christian values that white Americans felt was important to personal development. Even though many white settlers living in the western states and territories were living lives very similar to Indians, Indians were still looked down upon by most of white society. The day schools had not been successful at replacing children's Indian culture with the enjoyments and

rewards of ‘civilized’ life. In the words of the Superintendent of Indian Schools at the time, day school education “...does not take [Indian students] from the teepee into the house and teach him to appreciate, by experiencing them, the comforts of white man’s civilization...” Housing students at school seemed the best means of removing the native from the Native American. It was thought that the boarding school at Fort Spokane would definitely make young Indians productive members of white society.

Student Life and the Learning Environment

It is hard to imagine what it must have been like to be a student at the Fort Spokane Indian Boarding School because there are not many real modern analogous situations with which to compare what these students experienced. What might it have been like to have an employee of the Indian Agent arrive at your teepee, load you into a wagon and take you away from your family to the school with little or no explanation? How would your parents have felt? Slowly, the wagon fills with children and arrives at Fort Spokane. You and the other children are taken off the wagon and are surrounded by white men and women sternly telling you things in English, a language you can’t speak and don’t understand. They take your Indian clothes away and dress you in a uniform—denim shirt and trousers for the boys, long dresses for the girls. Your hair, which you have probably been growing uncut since you were born, is cut off. Finally, you are left alone in one of the barracks with the other children who are in the same situation as you, not knowing what to expect or what is expected of you in this new environment. Everything you have come to know in your short life is changing very quickly.

Academic life at the school was in many ways similar to academic life at schools today. Each morning, students were instructed in traditional classroom studies—reading, writing and arithmetic, as well as English. The rest of the day was devoted to vocational training. Girls were taught the skills of the homemaker. They learned to cook, clean, and sew. Mistakes were not tolerated and students were forced to repeat failed projects until they met the exacting standards of the instructors—white women who had been cooking, cleaning and sewing since they were girls. Boys spent their afternoons outdoors learning agricultural and mechanical skills. Some worked in the gardens, weeding or harvesting vegetables that would become part of dinner. Others were sent to look after the animals, milk the cows, feed the pigs and chickens and care for the school’s horses. Others learned how to plow and sow a field and care for the machinery of the farm. These vocational classes were intended to indoctrinate students into their new culture. By the end of their time at school, boys and girls were expected to become productive members of white society.

Life at the school was governed by strict discipline. Florence and Lula O’Hara of the Spokane Tribe both remembered mealtimes at the school:

“In the dining hall, they always used white tablecloths and napkins on the tables for the children. The dishes were of white granite with a blue edge. The cups were always stacked in a pyramid shape down at one end of the table, and the plates were placed upside down on the table when the tables were set. There were ten seated at each table. The children sat on

stools along the sides and an older girl sat in the chair at each end of the table. Everyone stood behind his place until a bell was rung for them to sit down. There was also a bell for grace and a bell for everyone to turn his plate over at the same time. If anyone misbehaved, at a table, they had to sit all by themselves at a small table at the end of the room for all to see. This was not pleasant, so it worked very well for punishment."

Francis LeBret of the Spokane Tribe also recalled an environment of discipline. Misbehavior lead to "...punishment often being administered with a large handful of switches laid by the strong arm of our School Superintendent onto bare backs..." Punishment would be administered for any number of reasons, ranging from speaking your native language rather than English, practicing your native spiritual rights or disobeying a teacher. Occasionally, a student would attempt to leave the school without permission to return to their family. Most would be caught before they were able to get far. Some would make it back to the reservation before being returned to the school. But for all unexcused absences, the punishment was the same—several days and nights locked in the solitary confinement cell, sleeping on the cold floor, in the same guardhouse that housed military prisoners.

Though the threat of discipline hovered over everyday life at the school, children were still children and there was still room for fun and mischief. During their free time, the children would laugh, sing, play games, and tell stories (in their native language if teachers were not around). Children played baseball, the pocket-knife game of mumbly peg, ran in races, played marbles and had a number of toys to share like spinning tops and dolls. In the winter, children were treated to sleigh rides around the parade ground. Some more adventuresome students tied long lines of smaller sleds to horses and rode around the parade ground like trains.

Dramatic programs were given during the holidays. The largest productions were reserved for Thanksgiving, Christmas and Easter. The girls used their sewing skills to make elaborate costumes for these productions. Everyone pitched in to decorate the auditorium and several talented students would act in the productions. Even though many of the students did not understand the religious reasons for the holidays, they were special and relaxing times for the student body to forget about their troubles and their homesickness.

Enrollment Declines

The Fort Spokane Indian Boarding School was designed to educate up to 600 students at a time. Maximum enrollment at the school was 229 in 1902 and the numbers declined from that point. By 1908, enrollment had dropped to 31 students. The school closed permanently the next year.

A number of factors contributed to the failure of the Fort Spokane Indian Boarding School. Indian parents were understandably resistant to the concept of entrusting their children to strangers. They preferred the old day schools that allowed their children to return home after class. The school was located far from most of the settlements on the reservations, making family visits difficult. In 1904, the school lost its primary advocate when Colville Indian Agent Albert Anderson was dismissed from his position amid charges of fraud and financial

corruption. Anderson's removal raised doubts as to the effectiveness of the school as enrollment had already started to decline. It seemed the technical vocational instruction at the school was lost on children at such a young age. Simply put, the students were entirely too young to comprehend the importance of the technical skills they were learning. What good are homemaking skills to a fourth grader? Why should a sixth grader prefer to manage an orchard over playing with friends? School administrators could not answer these questions, either.

So, an era ended after only nine years. The few children remaining at the school were returned to their families. Day schools on the reservations began to re-open. Life was back to the way it was before the boarding school opened, but it would never be the same. The students had learned to read, write and speak some English while at school; they had learned some math; they brought skills in agriculture or homemaking with them back to the reservations. Their skills were observed and adopted by others on the reservation. Indian culture began to change. Even though the Fort Spokane Indian Boarding School closed after only nine years in operation, the reverberations of cultural change on the reservations that the school set in motion can still be felt today.

Procedures

1. Discuss why we go to school.
 - A. Have students brainstorm why we attend school today and what we learn.
 - B. Discuss the students' first day of school. Can they remember their first day in Kindergarten or First grade? What about this school year? What was it like? How did they feel?
 - C. Then ask them what they learn?
 - D. Ask students if they know what a boarding school is. Why do we send people to boarding schools?
2. Tell students about Indian Boarding Schools and that Fort Spokane was a boarding school.
 - A. Discuss why students think boarding schools for American Indians were created and their purpose
3. Do the virtual tour, complete all activities. Visit www.nps.gov/laro/home.htm
4. As a group, compare and contrast a student's day at school. List 3 ways your day is the same and 3 ways your day is different.
 - A. Are all schools the same today? What are the differences? (e.g., boarding schools, magnet schools, home schools, etc...)
 - B. Did students 100-150 years ago go to school for the same reasons students go to school today? What differences are there?
 - C. Did students learn the same things as today? What differences were there? Why?
 - D. Create a list of what students learned.
 - E. Did all students go to a school? What were the different ways of learning back then? Who taught lessons? Why? Discuss the different ways of learning (e.g., at home or at a school, boarding schools).

- F. Discuss boarding schools. What is the advantage of going to a boarding school? Were all of them the same?
 - G. Did all cultures go to the same type of school? Why or why not? What were the differences?
 - H. Compare Indian Boarding Schools with day schools.
 - i. Tell students about Indian Boarding Schools and their purpose. Discuss day schools too. Reservations??? How school life differed between day schools and boarding schools for Indian children and euro-american children
 - ii. Clothing—uniform
 - iii. Reading, writing, arithmetic
 - iv. Vocational skills: homemaker and agriculture/mechanical skills
5. Write a letter home from the boarding school from the viewpoint of one of the Indian children.
6. Continue the timeline of North American History.
A. Important dates from this chapter include 1900 (the Fort Spokane Indian Boarding School opens), 1908 (the Fort Spokane Indian Boarding School closes).
7. Compare the photo of the group of students at the Okanogan School with the photo of the group of students at Fort Spokane. What differences and similarities are there? Why? Compare and contrast both of these photos with the Military group photos.



Indian Boarding School Uniform

All boys and girls were required to give up their own clothing and wear the provided school uniform. All girls wore the same or similar dresses and all boys wore the same pants and jackets.



Lesson 4.2

Etiquette



Objectives:

Students will be able to a) demonstrate proper etiquette around the classroom and on a field trip; b) explain how etiquette has changed since Fort Spokane was an active fort.

Materials: background information

Background Information:

"Manner is personality—the outward manifestation of one's innate character and attitude toward life." Emily Post "Etiquette" 1922

"Etiquette must, if it is to be more than trifling use, include ethics as well as manners. Certainly what one is, is of far greater importance than what one appears to be." Emily Post "Etiquette" 1922

Etiquette has historically included instruction on:

Introductions, Greetings, Salutations of Courtesy, Behavior in public, at public gatherings, conversation; words, phrases and pronunciation; One's position in the community; cards and visits; invitations, acceptances and regrets; the House; teas and afternoon parties; formal dinners; meals; balls and dances; chaperones and youth; engagements and weddings; christenings; funerals; correspondence; good behavior; club etiquette; games and sports; dress, gentlemen's clothes; manners at home and traveling.

These rules of etiquette *"are nothing more than sign-posts by which we are guided to the goal good taste."* Emily Post, "Etiquette" 1922 They help us ensure that we take into account other people's feelings when deciding which course of action to take.

"They are grounded in that kindness of heart, that unselfish desire to make one's self agreeable and attractive, which must have a place with all, ere they can lay claim to being truly polite....Life brings a discipline to all; a discipline which bears directly upon every human being, making it his duty to be acceptable to his fellow-creatures." "Youth's Educator for Home and Society" 1896

Early 1900s etiquette was much more strict than today's 21st century rules.

- Men and boys open doors for ladies and girls.

- Everyone is addressed by their proper name, Mr. , Mrs. Or Miss. No first names are used.

“Politeness becomes easy, if habitual, and performs its mission in bringing its followers up from the plane of self-love to a higher moral one, where thoughtless self-gratification is subdued, and time and attention are devoted to looking after the comfort and welfare of others...Indifference to the comfort of others betokens a selfish, coarse nature, and repels those whose sympathies are active, and to whom civility is the natural expression of gentle deference, ever seeking to confer pleasure upon others.” “Youth’s Educator for Home and Society” 1896 (Introductory)

Table Manners

Children may talk, but not show off and say smart things. Children should wait quietly, until their elders are served.

Must ask for things with “Please pass me the salt” and to address the adults with “Mr. or Mrs., will you please pass the salt.” If they do not wish something, they must politely answer, “I do not wish anymore, thank you.”

Leave the table quietly. Do not correct another’s breach of good manners. No smacking of lips nor eating greedily. When done eating the knife and fork are to be laid across the plate, with the handles to the right, when the meal is finished.

Bibliography:

“Youth’s Educator for Home and Society” 1896

Procedure:

Ask students what is considered polite and not polite/proper behavior today? Are there some things you can do at home you can’t do at school? What is polite behavior in public?

Ask students to create a list of polite behavior for a field trip.

Explain that this is etiquette and that what we consider proper public behavior has changed over the years.

Lesson 4.3

Take One and Call Me in the Morning



Objectives

At the end of this lesson students will:

1. Understand that medical treatments today are different from the past
2. Know that Fort Spokane was a Tuberculosis Hospital.
3. Know there are only a few buildings left at Fort Spokane today.

Vocabulary

Hospital	Tuberculosis	Treatment
Contagious	Disease	Infection
Bacteria	Recuperation	Illness
Cure		

Background Information

History and Description of Tuberculosis

Tuberculosis, referred to as “consumption” or the “white plague” (thus named because of its “all consumptive” feeling and “white pallor” of the face), is a disease affecting people’s lungs and causing them to cough, often uncontrollably. The constant coughing often damages the lungs and may cause them to fill with mucus, fluid or even blood. Tuberculosis is a contagious disease, so each cough releases the disease into the air and increases the possibility of the disease spreading to others. It is thought that each person with TB could infect at least 10 people in their first year of illness. Because the disease was contagious and a person infected with the disease became physically exhausted by the constant coughing, patients with tuberculosis were often encouraged to stay in a hospital for treatment and recuperation.

Tuberculosis has been present in the human population for thousands of years. In Egypt it was known as phthisis, meaning waste. If you were diagnosed with tuberculosis in the 1800s, it was sure death. Stays in a sanatorium, sanitarium or hospital could be as long as 2 years. It was thought that low temperatures and high altitude would help cure. Open air and exercise were also thought to improve one’s health. It wasn’t until improvements in medical practices during middle and late 1800s that it was understood that tuberculosis was caused by a bacteria. Even then effective permanent treatments weren’t available until well into the 20th century.

Fort Spokane as A Tuberculosis Hospital

When the Fort Spokane Indian Boarding School was closed in 1911, the site laid more or less quiet for seven years. The government had tried two different endeavors at the site, the military fort and the boarding school, and both had been abandoned after relatively short

existences. In 1918, the Indian Service decided the old fort still had some use to it and established a hospital and convalescent center for Indian children suffering from tuberculosis.

The Fort Spokane Tuberculosis Hospital was fairly small when compared to the hospitals in existence today. All of the facilities were housed in the large bachelor officer quarters building, with the exception of the schoolroom housed in an adjacent building. Offices for the hospital staff, treatment rooms, the dining room and a reception area were located on the first floor while the wards for boys and girls were situated on the second floor.

The hospital provided a beneficial service to the few Indian patients who were admitted for treatment. During the first year, 64 patients were treated at the hospital but with each passing year that number declined. The hospital was too far from the population centers of the Spokane and Colville Reservations to be attractive to Indian families. In the end, the hospital closed in 1929 after eleven years of service.

The Fort Fades Away

After the tuberculosis hospital was abandoned in 1929, Fort Spokane lay quiet. Just as the military and boarding school had met with limited success, the tuberculosis hospital closed after a relatively short life. Some of the same problems plagued the fort, school and hospital and are reoccurring themes in the history of the site: the location was far from civilization, difficult to supply, and isolating to those who lived there. But the fort still had uses.

In 1929, eastern Washington was still remote and difficult to supply. The coming Great Depression would put a premium on raw materials used for building. The slowly disintegrating buildings at Fort Spokane contained hundreds of milled boards and nails that could be used for building. Slowly over the years, the fort's buildings were deconstructed and their wood used to build new buildings in neighboring communities. Only the very few brick buildings (the guardhouse and the powder magazine), the quartermaster stable and the water reservoir were spared (the stable was being used by area farmers to store their agricultural equipment, the water reservoir is still used for drinking water to this day). Some farmers started to plow and sow seed on the parade grounds and the surrounding area. Area people came to pick fruit from what remained of the post orchards.

Construction of the Grand Coulee Dam began in the mid-1930s as a public works project to bring jobs to Eastern Washington during the Great Depression. The completion of the dam in the 1940s created a reservoir, Franklin D. Roosevelt Lake, also known as Lake Roosevelt. The National Park Service was charged with managing recreation on the lake and in areas surrounding the lake in 1941. In 1960, the National Park Service acquired Fort Spokane and began to rehabilitate the four crumbling buildings that remained, and started to make the history of this place known to the public.

Fort Spokane remains a part of Lake Roosevelt National Recreation Area, one of more than 380 plus units managed by the National Park Service for the benefit and enjoyment of all people. Today, visitors come to Fort Spokane to swim at the beach or camp in the campground or fish

in the lake. They also come to learn about the history that shaped this site and this region. The National Park Service is committed to protecting the physical landscape, the buildings, the artifacts in the ground and the memories that Fort Spokane represents.

Procedures

1. Discuss briefly the history of medicine. Historically people didn't understand disease and therefore cures were different from today.
 - A. Ask students what happens when we get sick.
 - 1) Who takes care of you?
 - 2) What do you do, or not do, to get well?
 - 3) If modern medicines were not available what would you do to get well?
 - B. Tell students about Fort Spokane being used as a Tuberculosis Hospital.
 - C. Explain what tuberculosis is/was and how it was treated. Relate it to a disease they know, such as cancer.
 - 1) Ask students what effects they think this had on family and friends. TB destroyed families, it was a different kind of disease because of its long course.
 - D. Make a get well card for someone you know who is ill.
2. Discuss what happened to Fort Spokane after the hospital closed.
3. Continue the timeline of North American History. Important dates from this lesson include 1918 (the Fort Spokane Tuberculosis Hospital opens), 1929 (the Fort Spokane Tuberculosis Hospital closes), 1960 (The National Park Service acquires Fort Spokane and begins to refurbish the buildings and grounds as a historic and educational site).
4. Put the timelines from each lesson together.
5. Visit Fort Spokane.

Extensions

1. Are there any diseases we fight today like TB? Is TB a problem today?
2. Make a model of how Fort Spokane looks today.



Historic Bottles: medicine bottles, root beer bottles

Bottles are an extremely important way of dating sites. The evolution of mass production with regard to glass and ceramic products creates a clearly delineated time line of improvements and achievements. Many modern bottles are injection molded and bear the marks as such, seems, etc... Bottles in the Indian War period were hand blown and thus had no seems. Also they were not generally very uniform in appearance. The advent of lettering and later labeling was also a major mile stone in dating historic sites.









Unit 5

How we know what we know about history

Lesson 5.1

How We Know About History



Lesson 5.1

How we know about history

Objectives

By the end of this lesson, students will:

1. Understand there is more than one method available to learn about the past.
2. Understand oral histories, historical documents, historical photographs and archeological artifacts are full of information about the past.

Vocabulary

Historic

Document

Archaeology

Oral history

Background Information

How We Know About History

Very little is known about the tuberculosis hospital period at Fort Spokane. After the closure of the hospital, it seems many of the records of patients and documentation from doctors were lost. We know so much about the military uses of Fort Spokane and the Indian Boarding School period but so little about the tuberculosis hospital. How exactly do we know what we know about the past?

There are many methods students of history can use to learn about the past. The most common way to learn about the past is through the examination of historic documents. For the tuberculosis hospital, historic documents could include reports written by the doctors or nurses at the hospital about patients or regarding hospital operations, receipts from the purchase of equipment or supplies, journals or diaries of hospital staff, lesson plans or report cards from the day school at the hospital, as well as other official documents that could tell us how the hospital was operated. Historic documents could also include journals from patients or letters from patients to their families at home. Historians use these documents (also called primary sources) to help them reconstruct the past in the history books that are easily understandable by non-experts. Unfortunately, much of these primary sources from the tuberculosis hospital seem to be lost or missing so students of history must turn to other sources to understand this part of Fort Spokane's past.

Historic photographs can take historians back in time with an actual picture of what life was like in the past. What did the hospital wards look like? What sorts of medical equipment did the doctors have to help them treat patients? How many beds were there in the boys and girls

ward? What sorts of instructional aids did teachers use at the tuberculosis hospital day school? All of these questions could be answered with a few photographs that have survived through time. Research can even reveal the names of individuals depicted in historic photographs. Sadly, it does not appear that many historic photographs from the tuberculosis hospital have survived into the present day.

An extremely successful method for learning about the past is interviewing individuals who have lived through it and recording their recollections. This technique is called oral history. Oral history has been especially successful in helping historians understand life at the Fort Spokane Indian Boarding School as well as other boarding schools in the Pacific Northwest. Tribal members have been interviewed and their remembrances recorded; this information has allowed historians to develop a clearer picture of what life as a boarding school student was like. The primary obstacle to collecting oral histories is time—the longer the period of time between the event of interest and today, the greater the likelihood that people who lived through the event of interest will be either unable to recall details or, worse died of old age. The tuberculosis hospital opened more than 85 years ago and ministered to individuals infected with a disease that could kill them or significantly shorten their lives. It seems unlikely that doctors, nurses or patients might still be alive to tell their stories to an oral historian today, though the children of doctors, nurses or patients might be able to provide second-hand recollections of life at the hospital.

Archaeology is the study of human cultures and human history from material remains. Material remains are any objects used in your every day life, from small objects like your pencils and toothbrush to large objects like your bed or your house. All of these objects have significance to archaeologists. Though most archaeologists study cultures and material remains that are very old, some archaeologists study discarded material remains from today's society by examining landfills or trash dumps (this type of archaeology is called *garbology*—the study of garbage). How many bottles of shampoo or tubes of toothpaste do you use in a typical year? How many steak or chicken bones or empty cans of vegetables do you discard in a year and what does that say about your diet? What kinds of broken toys have you thrown away this year? Archaeologists can answer all of these questions, just from looking at old garbage. By examining material remains from an entire site, archaeologists can determine what a building was used for—was it a school or a hospital or a dining hall.

Because most old, collapsed buildings or trash dumps are covered over with dirt, archaeologists often have to carefully dig or excavate in order to discover and analyze material remains. In these instances, it is not just what is found, but the positions in which it is found that is important. A single medicine bottle found in a ruined building may be just somebody's medication in an old house, but 100 medicine bottles found together in a ruined building may indicate a hospital or pharmacy. Removing material remains, often called artifacts, from an archaeological site ruins the context of the artifact, causing much of the information associated with that artifact to be lost. An archaeological examination of the tuberculosis hospital has not yet been undertaken, though such an excavation and study of the material remains of the hospital and staff would yield much new information about life at the hospital.

In actuality, how we come to know history is a combination of the methods explained above. Historic documents and oral histories provide valuable, first-hand information about the daily lives of people that lived in the past. Historic photographs can help us visualize how people lived, what amenities and hardships they endured, and even what they looked like. Archaeology gives us an opportunity to draw inferences about people's behavior through the examination of their material remains. The most complete and balanced histories are written by combining information from all of these methods. Remove one or more of these methods from the historical picture and the lens through which we view history becomes increasingly fuzzy.

Procedures

1. Present that we really don't know much more about the Indian Boarding School or the Tuberculosis Hospital.
2. Have students brainstorm how we learn something about a subject, event or place that we don't know about. E.g., use libraries, the web, talk to people, visit museums, historic documents, historic photographs and paintings, oral history, archaeology, etc...
3. How could we learn more about the Fort Spokane Indian Boarding School and the Tuberculosis Hospital?
 - A. Historic Documents:
 - 1) What are they?
 - 2) What are some problems with historic documents?
 - B. Historic Photographs and paintings
 - 1) Use the photographs on pages 65-75 . Divide students into small groups and give each group a different picture. Have them make inferences about the picture. They can make a list of what they notice in the picture. Then, using the list of what they noticed, look at the picture and make an inference on what those things might mean. They should notice setting, actions, clothing, time of year. How do each of these help understand what is happening?
 - 2) What are some problems with historic photographs
 - C. Oral History
 - 1) Oral history depends on what people witnessed. Have students observe you while you do something.
 - a) Move a book from one place to another, pick up a piece of paper off the floor and sharpen a pencil.
 - b) Have the students tell you what they saw.
 - 2) Discuss oral history as a way to remember the past

- 3) Have students make observations of each other. Have one student do something and the others tell you what they saw. Do this several times.
- 4) After several hours, or after lunch, revisit your movement in a). What do they remember? Memory fades. Oral histories also depend upon people that witnessed the history to still be alive. Many are not alive.
- D. Archaeology and Objects.
 1. Gather a variety of unusual objects, things students of your group's age would not be familiar with. If you have a younger class, do an object as a whole class before dividing into partners.
 - a) Divide the group into pairs. Give each partnership one object. They are to use inference to figure out how it was used, by whom. This is reading an object. They need to figure out how the object might have been used, by whom, why, when, is the object new or well used, is everything on the object functional. Give them 15 minutes.
 - b) Each pair reports to the class.
 - c) When all groups have made their report, tell what their objects really are, who used them, how they were used and other important information. You could use pictures or demonstrate how they were used.
 2. Gather a variety of broken objects that are all related. You can do this 2 different ways: gather objects from different rooms of a house, or gather objects that are all interrelated in some way, but have natural groupings (e.g., department store items). You need at least 6 groups. Place each set of broken items in a shoe box or other small container. As before, you might model how this will be done by making up an example set of boxes.
 - a) Divide the class into 6 groups (or the number of object groups you were able to create). Tell them they are going to become archaeologists and that they have a job. Give them their instructions: Each group will get one set of objects and will try to determine how the objects are related and where they came from. Then hand out the boxes.
 - b) Give them 15 minutes to figure out their box's contents.
 - c) Now ask the group to indicate by a show of hands if they think they know where their objects are from (e.g., a house, department store, or?). Create a list on the board of the possibilities.
 - d) Now have each group tell about their box and where they think it is from. Create a chart of each group's information.
 - e) Once all groups have presented ask the group again if they know where all the objects are from. Once the group has a consensus, tell them what/where each box is from and how they are related (if they haven't already guessed correctly).
 4. Puzzle analogy. Archaeology is like a puzzle with 90% of the pieces missing.
 - A. Hand out a puzzle piece to each student. Ask them what is on their puzzle piece (e.g, color, texture, and what it might be). You can then either put the puzzle together or show them a picture of the puzzle. Emphasize that with historical research you rarely get all the pieces!

Extension

1. Have groups make a time capsule. What does the class think would best represent their class to the future?
2. In addition to Fort Spokane, the National Park Service preserves many other military forts and the history and memories that those forts represent. Some of these forts are famous, like Fort Sumter where the Civil War began. Others are less well-known like Fort Point at the mouth of San Francisco Bay.
 - a. Choose a fort from the list of National Park Service forts below and research the fort on the National Park Service website www.nps.gov. Try to find the answers to the following questions. Where is the fort located? How old is the fort? When was it built? What does it look like (does it have protective walls and cannons or is it located on an open plain or in a valley)? What battles or wars did the fort see action in, if any? How many soldiers were stationed there? Are there any important or famous historic people associated with the fort? When and why was the fort abandoned by the military? Was the fort used for any other purposes after it was abandoned and before it became a National Park? What is the most interesting thing about the fort?

Fort List and Park Name:

Alcatraz Island (see also Golden Gate National Recreation Area)
Castle Clinton National Monument (see also Gateway National Recreation Area)
Castillo de San Marcos National Monument
Fort Bowie National Historic Site
Fort Caroline National Memorial (see also Timucuan Ecological and Historical Reserve)
Fort Clatsop National Memorial
Fort Davis National Historic Site
Fort Donelson National Battlefield
Fort Frederica National Monument
Fort Jefferson (see Dry Tortugas National Park)
Fort Laramie National Historic Site
Fort Larned National Historic Site
Fort McHenry National Historic Shrine
Fort Matanzas National Monument (see also Timucuan Ecological and Historical Reserve)
Fort Moultrie (see Fort Sumter National Monument)
Fort Necessity National Battlefield
Fort Pickens (See Gulf Islands National Seashore)
Fort Point National Historic Site (see also Golden Gate National Recreation Area)
Fort Pulaski National Monument
Fort Raleigh National Historic Site
Fort Scott National Historic Site

Fort Smith National Historic Site
Fort Stanwix National Monument
Fort Sumter National Monument
Fort Union National Monument
Fort Vancouver National Historic Site
Fort Yellowstone (see Yellowstone National Park)
Presidio of San Francisco (see also Golden Gate National Recreation Area)

Unit 6

Spokane Area



Lesson 6.1

Spokane Immigrants and Their Contributions



Lesson 6.1

Spokane Immigrants and Their Contributions

Objectives

By the end of this lesson, students will:

Content Focus:

Individuals Came to Spokane and Contributed to the Community

Research Skills Focus: Gathering Information from a variety of Materials and Note-taking

Materials:

1. Spokane Immigrant Contributions chart
 2. Contributions Readers Response Form
 3. Articles:
 - ?? "James and Eleanor Chase"
 - ?? "Daniel Dwight"
 - ?? James and Susan Glover"
 - ?? "Nick Mamer and Roy Shreck"
 - ?? "Carrie Strahorn"
 - ?? "John Shchoenberger"
 - ?? "Kisaburo and Tori Shiosaki"
 - ?? "Levi and May Hutton"
 - ?? Spokane Garry"
 - ?? "King Evanoff"
 4. Contributions to Spokane Community chart
-

Procedure:

1. Review "Spokane Immigration Contributions chart"
 2. Share articles with students and tell them that they will have the opportunity to pick two of them to read. (Could be done with partners to assist students that need help reading the text.)
 3. Students will read 2 articles and complete the KWHL chart or Spokane Immigration Contributions chart
 4. Students will pair with others that read different articles to share what they learned.
 5. Review, "Contributions to Spokane Community chart"
- Students write a paragraph and explain who came to Spokane, why they came and what contributions they made to the Spokane Community. They will use details from the text to support their answer.

Appendix





Fort Spokane Word Find

Name _____

M	H	G	E	Y	P	C	W	S	S	T	T	V	R	D
S	A	O	T	I	O	M	K	B	P	N	N	S	E	L
C	O	J	S	L	L	C	A	R	A	A	I	G	A	E
H	K	J	O	P	A	S	E	C	N	N	N	N	D	I
O	C	N	N	R	I	G	E	E	I	E	F	I	I	F
O	E	H	R	O	I	T	N	L	S	T	A	D	N	G
L	G	A	A	M	I	A	A	M	H	U	N	R	G	N
R	B	A	E	P	K	T	I	L	A	E	T	A	S	I
O	R	N	R	O	E	L	A	I	M	I	R	O	M	R
O	T	B	P	Y	E	L	M	V	E	L	Y	B	I	P
M	N	S	I	S	O	L	U	C	R	E	B	U	T	S
I	C	E	H	O	U	S	E	H	I	E	L	X	H	N
E	L	L	I	V	L	O	C	I	C	W	S	F	H	Z
G	A	T	L	I	N	G	L	E	A	F	J	E	I	N
M	A	I	R	R	E	M	O	F	N	U	G	S	R	R

Barracks

Chapel

Colville

Gun

Infantry

Major

Reading

Rifle

Schoolroom

Spokane

Boarding

Chief

Gary

Hospital

Leslie

Merriam

Regiment

Room

Smith

Springfield

Camp

Colonel

Gatling

Icehouse

Lieutenant

Miles

Reservation

School

Spanish-American

Tuberculosis

ANSWER KEY

Fort Spokane Word Find



Name _____

M	H	G	E	Y	P	C	W	S	S	T	T	V	R	D
S	A	O	T	I	O	M	K	B	P	N	N	S	E	L
C	O	J	S	L	L	C	A	R	A	A	I	G	A	E
H	K	J	O	P	A	S	E	C	N	N	N	N	D	I
O	C	N	N	R	I	G	E	E	I	E	F	I	I	F
O	E	H	R	O	I	T	N	L	S	T	A	D	N	G
L	G	A	A	M	I	A	A	M	H	U	N	R	G	N
R	B	A	E	P	K	T	I	L	A	E	T	A	S	I
O	R	N	R	O	E	L	A	I	M	I	R	O	M	R
O	T	B	P	Y	E	L	M	V	E	L	Y	B	I	P
M	N	S	I	S	O	L	U	C	R	E	B	U	T	S
I	C	E	H	O	U	S	E	H	I	E	L	X	H	N
E	L	L	I	V	L	O	C	I	C	W	S	F	H	Z
G	A	T	L	I	N	G	L	E	A	F	J	E	I	N
M	A	I	R	R	E	M	O	F	N	U	G	S	R	R

Barracks

Chapel

Colville

Gun

Infantry

Major

Reading

Rifle

Schoolroom

Spokane

Boarding

Chief

Gary

Hospital

Leslie

Merriam

Regiment

Room

Smith

Springfield

Camp

Colonel

Gatling

Icehouse

Lieutenant

Miles

Reservation

School

Spanish-American

Tuberculosis

Traveling Trunk Book List

Adams, David Wallace (1995), ***Education for Extinction: American Indians and the Boarding School Experience 1875-1928***, University of Kansas Press, Lawrence, Kansas.

Chance, David H. (1981), ***Sentinel of Silence: A Brief History of Fort Spokane***, Northwest National Parks Association.

Child, Brenda J. (1998), ***Boarding School Seasons: American Indian Families 1900-1940***, University of Nebraska Press, Lincoln, Nebraska.

Kelly, Lawrence C. (1973), ***Federal Indian Policy***. Chelsea House Publishers, New York, NY.
(reading level: ages 9-12)

Knight, Oliver. ***Life and Manners in the Frontier Army***

Langllier, John P. G.I. ***The Illustrated History of the American Soldier, His Uniform and His Equipment. Bluecoats: The U.S. Army in the West 1848-1897***

Langllier, John P. G.I. ***The Illustrated History of the American Soldier, His Uniform and His Equipment. Redlegs: The U.S. Artillery from the Civil War to the Spanish-American War, 1861-1898***

Langllier, John P. G.I. ***The Illustrated History of the American Soldier, His Uniform and His Equipment. Sound the Charge: The U.S. Cavalry in the American West, 1866-1916***

Langllier, John P. G.I. ***The Illustrated History of the American Soldier, His Uniform and His Equipment. Fix Bayonets: The U.S. Infantry from the American Civil War to the Surrender of Japan***

Michno, Gregory F. ***Encyclopedia of Indian Wars: Western Battles and Skirmishes 1850-1890***.

Reyes, Lawney L. (2002), ***White Grizzly Bear's Legacy: Learning to be Indian***, University of Washington Press, Seattle.

Ricky, Don. ***Forty Miles a Day on Beans and Hay: The Enlisted Soldier Fighting the Indian Wars***

Utey, Robert M. ***Frontiersmen in Blue: The United States Army and the Indian, 1848-1865***.

Utey, Robert M. ***Frontier Regulars: The United States The United States Army and the Indian, 1866-1891***,

Utley, Robert M and Wilcomb E Washburn. *Indian Wars*

Yenne, Bill. *Indian Wars: The Campaign for the American West.*

Videos

The Great Indian Wars: 1540-1890. 2005 Brentwood Studio.



Fort Spokane and its Environs

A Brief History

“The site is a level plateau, gravelly and partly covered with open pine timber. It is four hundred feet above the river level and in extent is about one half mile by three miles, running parallel with the Spokane River.

Its water supply would be obtained from several large springs in the rolling hills back of the plateau...

Timber for fuel and building is at hand of fine and vast quantity...

Grazing facilities are unlimited and unexcelled.

The site can easily be reached by wagons from several directions at a moderate expenditure of labor, and good Indian trails concentrate there from all directions, leading to the principal fishery of the Spokane which is within three miles of the site.

Its supply line from the N.P.R.R. [Northern Pacific Railroad] would be good and about fifty-five miles in length, nearly all of which is already a traveled road...

For economy and efficiency we would recommend the establishment of an eight company post on this site—six of Infantry and two of Cavalry—to take the place of the posts at Chelan and Colville.”

With this convincing August 1880 assessment of the confluence of the Spokane River with the Columbia River, the idea of Fort Spokane was born. The Army sought a permanent fort to replace the difficult-to-supply outposts at Lake Chelan (Camp Chelan) and Colville (Fort Colville). The presence of a railroad in the vicinity connected by an existing road to the proposed fort and the abundance of natural resources in the area could also meet their needs. The already ideal location was also strategic, being only three miles from a major Indian fishery on the Spokane River and being within sight of both the Colville Indian Reservation and the soon-to-be-established Spokane Indian Reservation. Less than two months after making this report in October of 1880, the Army arrived and began to set up shop at what would become one of their primary outposts in eastern Washington for the next 19 years.

The military period at Fort Spokane was largely uneventful. Troops at the fort provided food and supplies to Indians on the reservations and responded to small intertribal and intercultural squabbles but were never called upon to fight. By and large, the soldiers at Fort Spokane spent

their time preparing themselves for battles that never occurred. Ironically, the fort proved to be more difficult to supply than initially anticipated and when, in 1898, the majority of troops at Fort Spokane were sent off to fight in the Spanish-American War, the fort was decommissioned by the army.

In 1899, the fort became the headquarters for the Colville Indian Agency. With only one school operating on the entire Colville Reservation, the agency began to develop the grounds of Fort Spokane into a boarding school for Indian children. The school was opened in April of 1900 with more than 100 students in compulsory residence. The core of the Fort Spokane curriculum sought to provide students with skills that would ease their integration into white society. This included learning the skills of the homemaker for the female students (cooking, cleaning, sewing, etc.) and the agricultural and mechanical arts for the male students (farming, carpentry, metalworking, etc.).

Enrollment at the school was initially high but scandals in the school and agency administration as well as resistance from parents to sending their children to boarding schools far from their homes led to the school's closure in 1908. The site was then used as a sanatorium and school for Indian children with tuberculosis and other respiratory ailments but the advancing disrepair of the facilities and the reluctance of Indians to relinquish the healthcare of their children to faraway strangers hastened the sanatorium's closure in 1910. For the next three years, the Colville Indian Agency remained headquartered at Fort Spokane until a new, more centrally located headquarters was constructed in Nespelem. In 1913, after 33 years of near constant activity, the grounds of Fort Spokane lay quiet.

In 1918, the Indian Service returned to Fort Spokane, establishing yet another tuberculosis hospital for infected Indians. As with the previous school/sanatorium, the idea was that the proximity of the hospital to the Indian reservations and the dry, healthful climate of the area would entice Indians in need of treatment to the site. However, as with the school/sanatorium, the location proved to be too far from the population centers on the reservations to attract many prospective patients. Though the hospital certainly helped treat and, in some cases, cure the patients that attended, the enterprise was abandoned in 1929 and the fort grounds were more or less abandoned by the government for the next 30 years.

Today, Lake Roosevelt National Recreation Area, a unit of the National Park Service, manages and protects the grounds of Fort Spokane. Of the 45 buildings once present on the site, only four remain: the guardhouse, the powder magazine, the quartermaster stable and the water reservoir. The grounds of the fort are crossed by walking trails open year-round. Where soldiers, Indians, and civil servants once coexisted on the frontier, visitors from around the country can come to learn about the history of United States Indian policy.

Fort Spokane

Historical Knowledge



Prior to participation in the in-park education program at Fort Spokane, students need to be familiar with the following:

- Four eras of the fort: Military, Indian Boarding School, Tuberculosis Hospital, post use
- US Indian Policy pre and post 1890
- Describe what an Indian Reservation is
- Why Fort Spokane was established by the military
 - Assure peace was maintained
 - A response to the Indian uprisings of the 1860s and 1870s
 - Presence to comfort settlers and discourage uprisings.
- Major “events” at the military fort/what did the troops do there
 - Drilled, marched and prepared for battle
 - When Columbia Reservation was returned to public domain in 1883, their presence was to prevent clashes.
 - When miners in Coeur d’Alene struck, soldiers arrested and subdued rioters.
 - Provided Chief Joseph’s people with as much supplies as possible when camped across the river.
- Why Indian Boarding Schools were formed
 - Students were only in schools, day schools, for 6 hours. Not enough time.
 - Returned home to their parents’ culture at the end of the day
 - Day schools not successful in replacing Indian children’s Indian culture.
 - Boarding schools would make them productive members of white society.
- How school life differed between day schools and boarding schools for Indian children and euro-american children
 - Clothing—uniform
 - Reading, writing, arithmetic
 - Vocational skills: homemaker and agriculture/mechanical skills
- How school life differed between then and now
- How euro-american and native lifestyles differed
- Purpose of Tuberculosis Hospitals
 - Rehabilitate
 - Low temperatures and high altitude were thought to help the cure